

CONTENTS

for

Volume 49

February, 1949

Number 2

EDUCATIONAL PROBLEMS

- The Student Bill of Rights, *Edward A. Fitzpatrick, Ph.D.* 33
- Popular Catholic Education in England, *D. Francis Finn* 38
- Editorials 42
- What About the True-False Method?, *W. G. Montgomery* 43

SCHOOLBOOKS AND LIBRARY

- Catholic Press Month: A Challenge, *Sr. M. Rose Paul, O.S.F.* 36
- The Enrichment of Reading in the Elementary School, *Sr. Margaret Rose, C.D.P.* 39
- Teamwork Developed a School Library, *Sr. Josephine, G.N.S.H.* 43
- Nature and Science, 1947-48, *Carroll Lane Fenton, Ph.D.* 45
- Recent Books for the Classroom and Library 46
- Teaching Students to Use the Library, *Sr. M. Carmel, R.S.M.* 56

PRACTICAL AIDS

- High School*
- Mathematics and the Physical Sciences, *Sr. Mary of Lourdes, I.H.M., M.S.* 58
- Teach Purposeful Reading, *Sr. M. Vianney, S.S.J.* 59

- Why Be Afraid? (Dramatization) .. 60
- Upper and Middle Grades*
- To Our Lady of Fatima (Music), *Sr. Josette, S.C.C.* 57
- Washington and Lincoln in Parallel, *Sr. M. Dorothea, D.C., M.A.* 62
- Daily Drill in the Fundamentals, *Sr. M. Matthew, O.P.* 65
- Primary Grades and Kindergarten*
- Number Nutrients. III. Number Units, *Elizabeth C. Schreiner* 66
- Kindergarten Dismissal, *Sr. Julia Clare, C.S.J.* 67
- The Kindergarten Goes to the Library, *Sr. M. Anne, O.S.M.* 67

FABRIC OF THE SCHOOL

- A Modern Daylighted School (St. Theresa's School, Houston, Texas) 68

NEWS AND REVIEWS

- Evaluation of Audio-Visual Aids, *Geo. E. Vander Beke, Ph.D.* 20A
- Catholic Education News 22A
- Guided Reading, *Cathedral Book Club* 36A
- New Books of Value to Teachers 38A
- Coming Conventions 47A
- A Book Collection for Europe 50A

The Catholic School Journal is published monthly except in July and August by

THE BRUCE PUBLISHING COMPANY

540 North Milwaukee Street, Milwaukee 1, Wisconsin
Eastern Office: 330 West 42nd St., New York 18, N. Y.
Central Office: 20 North Wacker Drive, Chicago 6, Ill.

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, and in the Catholic magazine index of *The Catholic Bookman*.—Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1949, by The Bruce Publishing Company.—**Subscription Information:** Subscription price in the United States, Canada, and countries of the Pan-American Union, \$3.00 per year, payable in advance. Foreign Countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—**Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

SCHOOLBOOKS AND LIBRARIES

This is the 16th annual Schoolbook and Library number of THE CATHOLIC SCHOOL JOURNAL. To assist you in choosing the new textbooks, reference books, and library books you need now and for the school year 1949-50, we have brought together the experiences of teachers and principals in creating a love for good reading and in finding ways and means to build up the library in both the elementary and the high school. A special feature is the publishers' list of many Recent Books for the Classroom and Library — pages 46 to 55.

PRESS MONTH AND BOOK WEEK

Everyone knows that February is Catholic Press Month. First make sure that your students and their parents read and support your diocesan newspaper. In addition show your students, particularly those in high school, that, if they are to be well-informed Catholics, they must be systematic readers of one or more of the several excellent Catholic weekly reviews of national and world affairs.

Do you know that, beginning this year, Catholic Book Week is to be observed in February? February 20-26 is the week. Read the official announcement on page 37. An important duty of Catholic education is to cultivate an appreciation of the literature that will help to make our students better Catholics.

N.C.E.A. CONVENTION

"The Liberty Shrine in 49" is the slogan of the convention of the National Catholic Educational Association to be held at Philadelphia during Easter Week, April 19-22. See announcement on page 40, and plan to be there to help solve the 1949 problems of Catholic education.

"NOTE READING IS FUN"

when you use

SONG BOOKS WITH A PLAN

Teachers who have used these books are our best advertisers. From all parts of the country, they are writing to us telling us how much both they and their students are enjoying them.



Results are GUARANTEED

HERE'S WHY: ● The books present music-reading problems which are within the mental grasp of the students. The students are therefore able to read the songs without undue help from the teacher, thus eliminating the boring necessity of the teacher having to perform the songs over and over until, like good parrots, the students are finally able to repeat them by memory.

● The books are written by a teacher who understands student-interests as well as music. The songs presented are therefore as delightful as they are educational.

● The books are helpful to the teacher as well as to the students. Teachers who have not had a thorough background in music find that these books are as educational for them as a college course in music fundamentals. No special music skills are required to teach with these books.

FREE OFFER

This coupon entitles you to a free copy of any ONE of these books with an order of 50¢ or more. This offer limited to teachers and school officials. (Kindly indicate choice by writing word "FREE" after title of book selected.)

HANDY-FOLIO MUSIC COMPANY
2821 N. 9th Street Milwaukee 6, Wisconsin

Did you read the "Free Offer" on this page? Please send POSTPAID, your Song Books as indicated below:

Copies:	
NOTE-READING IS FUN, @ 60¢ each.....	\$.....
SING AND LEARN MUSIC, Book I, @ 60¢ each.....	\$.....
SING AND LEARN MUSIC, Book II, @ 60¢ each.....	\$.....
SING OR PLAY SIGHT READING FUN (Unison), @ 50¢ each.....	\$.....
TWO-PART SIGHT READING FUN (S.A.), @ 50¢ each.....	\$.....
THREE-PART SIGHT READING FUN (S.S.A.), @ 50¢ each.....	\$.....
S.A.B. SIGHT READING FUN, @ 50¢ each.....	\$.....
FOUR-PART SIGHT READING FUN (S.A.T.B.), @ 50¢ each.....	\$.....
SIGHT READING FUN FOR CHANGED VOICES, @ 50¢ each.....	\$.....
THE TWO-PART CHOIR TRAINER, @ 60¢ each.....	\$.....
THE FOUR-PART CHOIR TRAINER, @ 60¢ each.....	\$.....

Name.....

Address.....

City, Zone and State.....

KINDLY SEND FREE INFORMATION ON "The Symphonet"
A MUSICAL OPPORTUNITY FOR EVERY CHILD.

NEW "NOTE-READING IS FUN." This NEW book in the series fills a long-felt need. Written for use in the primary grades, it presents note-reading problems in such a charming manner that children actually love to read by note. What is more, they learn to do it quickly and with ease. The reading problems are presented through the medium of simple delightful songs suitable for program as well as study purposes. Twelve plastic note discs, which are to be used with the large music staff in the book, are included with each book ordered.

A BOOK FOR YOUR EVERY NEED—Each a "Song Book with a Plan"
● **SING AND LEARN MUSIC—BOOK I** (Unison or Two Part). Simple enough for the fourth grade and yet so basic that high school and college classes can use it with profit. A MUST for any group that has not had a solid foundation in music. **PRICE: 60 cents**

● **SING AND LEARN MUSIC—BOOK II** (Three-Part, Treble). If you once use this book you will never again be willing to be without it. Simple graded three-part songs, interesting sight-singing exercises and a course in elementary theory and harmony are combined into a unified whole. The songs (all new copyrights), are suitable for concerts as well as study purposes. **PRICE: 60 cents**

● **SING OR PLAY SIGHT READING FUN (Unison)**. Beginning with simple songs using only the first three notes of the scale, the student is skillfully guided from problem to problem. **PRICE: 50 cents**

● **TWO PART SIGHT READING FUN (S.A.)**. This book proves that with the proper materials to work with, two-part singing is no more difficult than unison. A real delight for teacher and student. **PRICE: 50 cents**

● **THREE PART SIGHT READING FUN (S.S.A.)**. Teachers who have used this book call it the most outstanding of its kind. The interesting chord drills as well as many delightful songs provide a foundation for for three-part choral work which cannot be duplicated in any other way. **PRICE: 50 cents**

● **S.A.B. SIGHT READING FUN**. Just the thing for the 7th, 8th, and 9th grades. Pops up boys as well as girls. A delightful collection of singable songs. **PRICE: 50 cents**

● **FOUR PART SIGHT READING FUN (S.A.T.B.)**. A pleasing blend of catchy drills and melodious songs. Wonderful for "a cappella" training. **PRICE: 50 cents**

● **SIGHT READING FUN FOR CHANGED VOICES**. A real sulphur and molasses tonic for sleepy boy voices. Beginning with unison songs and drills the boys are gradually enabled to sing two, three and four-part songs like professionals. A real boon to Boys Glee Clubs and Chorus. **PRICE: 50 cents**

FOR THE SACRED CHOIR
● **The Two-Part Choir Trainer—60¢** ● **The Four-Part Choir Trainer—60¢**
The above two books fill a long felt need for the sacred choir. Each book presents a pleasing variety of simple graded selections suitable for study, worship or concert. Sight-singing exercises prepare the Choristers for the problems met in the songs. All the songs are new copyrights.

No Postage to Pay. All Orders Sent Postpaid
10% Discount on ALL orders of 30 or more books.

HANDY-FOLIO MUSIC COMPANY
2821 N. 9th Street Milwaukee 6, Wisconsin

The CATHOLIC SCHOOL JOURNAL

Vol. 49

FEBRUARY, 1949

No. 2

Criticisms and Suggestions

The Student Bill of Rights

Edward A. Fitzpatrick, Ph.D.*

As the college student would say, I was very much "intrigued" during the organizing convention of the United States National Student Organization (USNSA) in August, 1947, by the idea that the students themselves were going to formulate a student bill of rights. This was a happy idea too long delayed. Such a formulation would indicate clearly what the students knew about some important matters; namely, why they were in college and what colleges were for. It should show clearly to what extent they understood the nature and character of education, and where the tensions were in the human relations of student and faculty and student and administration.

I

It must be admitted that the so-called "Bill of Rights" as formulated by the USNSA is a very disappointing document indeed. It is a combination of things called "student rights" and "the rights of student organizations"; a confusion of the rights of human beings as citizens and as students, a lack of understanding as to what rights are, and a confusion of claims and rights. It is, in short, a confused document.

The surprising thing is that students in more than a hundred institutions have by affiliation presumably accepted this statement; and educational institutions presumably have accepted the statement implicitly—at least as part of their administrative policy. We at Mount Mary College have encouraged our Student Council to invite students and alumnae to participate in a prize contest for the best statements of "student rights" and "student responsibilities."

The USNSA had apparently given some thought to student responsibilities. The students were conscious of the fact that they did not attempt to formulate their responsibilities. They did what many adults do, settle the problem with a nice phrase. In the preamble to their Bill of Rights they asserted that they were making their Bill of Rights with "full cognizance of the responsibilities and obligations which ensue from any assertion of fundamental rights." That is nice and beautiful, but one wonders what it really means. How much better it would have been to reveal this full cognizance. This the students should do and formulate specifically what they think their responsibilities and obligations are.

II

Perhaps it would be well to have an administrative officer review the Bill of Rights as submitted by the students. The pre-

amble is not an inspiring statement. The purpose in formulating the Bill of Rights is said to be "in order to preserve and extend these conditions indispensable to the full achievement of educational objectives."

It is not clear what these conditions are. The statement immediately preceding the preamble refers to the problems of inequality which exist throughout the United States, the need of eliminating them, and the duty of USNSA to take appropriate action on national, regional, and campus levels to implement its stated principles with regard to the legal limitations involved. This looks as if the students had the advice of lawyers and not of persons skilled in semantics. Whatever they had in mind in this statement regarding the inequalities of education in the United States and their efforts to eliminate them is not very clear as related to the preamble. The preamble itself should be self-contained. There should be no doubt what the conditions are which are to be preserved and extended. Certainly the present arrangement is unfortunate and should be immediately clarified.

The first thing, therefore, for the students to do in their review of the Bill of Rights is to state whatever they think "these" conditions are in relation to the full achievement of educational objectives. They must make more definite their too-ready assumption that they have full cognizance of their responsibilities and obligations. The rights which are proclaimed are declared to be essential to the full development of the student as an individual, which is altogether admirable, and to the full development of his responsibilities as a citizen, which is not entirely clear.

1. The right of every student to a college education.

This statement of the first right is, at best, very loose language, and, at worst, absurd. The idea which apparently underlies this statement is not a student right but a right in a democratic society of every person to an education suited to his capacity. Nobody can deliver a college education, and a student can have only such education as he earns by his self-activity because the essential character of all education is self-education.

2. The right to conduct research freely and to publish, discuss, and exchange any findings or recommendations, whether individually or in association with local, national, or international groups.

One wonders about the necessity of this second right. Students, as individuals, have the right to conduct any research they wish and to publish it freely and to exchange any findings or recommendations individually or in association with others. As a student in a particular institution this general right as a human being is in no way affected. In his courses and in his research for higher

*President of Mount Mary College, Milwaukee, Wis. and Editor of The Catholic School Journal. The discussion is reprinted from the August 14, 1948, issue of School and Society.

degrees he will necessarily work out a problem co-operatively with a teacher in his field of work. What he wants to do as an individual is entirely up to him.

3. *The right of students to a clear and concise statement, before entering college, of their contractual rights, obligations, and responsibilities pertaining to educational and extracurricular activities.*

A college ordinarily complies with this third right in its catalogue. One wonders exactly what the "contractual" rights, obligations, and responsibilities are that should be put in a formal document which the student is expected to follow. Of course, one of the obligations of the student is to study. Another obligation is to attend all classes, except where substantial reason prevents it. Another obligation is to pay his fees. And every such list is bound to end with some such phrase as "and such other obligations and responsibilities as will most effectively secure the educational objective of the college in the education of the particular individual."

4. *The right of every student to exercise his full rights as a citizen in forming and participating in local, national, or international organizations for intellectual, religious, social, political, economic, or cultural purposes, and to publish and distribute their views.*

One wonders why it needs to be asserted that the student needs to affirm his right to exercise "his full rights as a citizen" in forming organizations for numerous purposes and to publish and distribute their views. What a student does as a citizen rather than as a student is clearly out of the purview of the college administration. The moment he claims the status of student, as distinct from citizen, he has brought himself within another sphere of rights and obligations.

5. *The right of recognized student organizations to use the institution's name subject to its regulations with respect to off-campus activities.*

This, the first of the rights relating directly to student organizations, seems too obvious for comment. The control of the right is obviously in the administration through its regulations.

6. *The right of students and recognized student organizations to use campus facilities, provided the facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.*

This sixth right is also innocuous, because, if students contract specifically for a use of campus facilities and the contract is made, the only problem is the scheduling of meeting times and places.

7. *The right to invite and hear speakers of their choice on subjects of their choice.*

This seventh right is obviously absurd. The facilities are either public facilities or private facilities and those responsible for the use of the facilities must necessarily have something to say about the people who use the facilities and the subjects they discuss. Should the students, for example, have the right to invite anybody they wish to discuss a program urging violence with reference to the institution or to the community?

8. *The right of students to engage freely in off-campus activities, provided they do not claim to represent the institution, exercising their rights as citizens of community, state, and nation.*

The eighth right is a right of students' organization. It attempts to say that students have freedom as individuals and as students without representing the institution. The preoccupation with these rights of students seems to be a sense that their rights as citizens are being interfered with because they are students. The statement of that right, if it is a right, should be in general terms without enumerating the specific things it includes.

9. *The right to establish and issue regular publications free of any censorship or other pressures aimed at controlling editorial policy, with the free selection and removal of editorial staffs reserved solely to the organizations sponsoring these publications.*

There is, too, a similar right regarding faculty publications within the college free of any censorship or of any control of educational policies and removal of staffs. There is only one test in these and in other things suggested by the students and that is,

does it promote the educational purpose of the institution? So long as the publication is a student publication and keeps clearly within the institutional purpose, it would be wise to give students the opportunity to express themselves without censorship and to have students exercise control over the staff.

10. *The right to establish democratic student governments with adequate democratic safeguards against abuse of their powers.*

This is a right of the student body as such even though the word democratic might need to be defined and the nature of the safeguards made clearer. Here is an effort to protect the student body against abuse of power by their own representatives.

11. *The right to petition through proper channels for changes in curriculum or professors.*

This eleventh right is perhaps the only clear right that attempts to define a right of persons who are members of an educational organization—membership in the educational institution, which in practically every case, was voluntarily assumed.

12. *The right of equal opportunity to enjoy these rights without regard to race, color, sex, national origin, religious creed, or political beliefs.*

The twelfth right is a statement of the principles of antidiscrimination. To the extent that any right is a genuine right of the student, none of the factors mentioned should affect them directly or indirectly.

III

A section is added to the declaration of student rights which is called "Application of the Foregoing Rights Should be in Accordance with the Following Criteria." These relate largely to student organizations, to written policies, and the right of private institutions. These are not criteria, but rather specific proposals. These so-called "criteria" recognize the fact that some official authorization by the institution is necessary before its facilities and its aid are given. It also recognizes the necessity of the institution to protect the rights of members of student organizations not having monopolies, but the safeguards must be democratically formulated and administered by students. It puts the right of student organizations and student publications on the same level and under the same rules as faculty organizations and faculty publications.

The official recognition by the college, we are told, must not control the purpose of the program or the form of organization of student organizations. It limits the nature of disciplinary action by the college on students and faculty. It provides wisely that all policies should be in writing. It recognizes the right of the private institution to define its standards in line with its purposes, but this does not exempt it from its responsibility in a democratic society. This is certainly a strange coterie of "criteria." Here is the same confusion as in the Bill of Rights. Especially noteworthy is the inclusion of students and faculty in the same classification throughout.

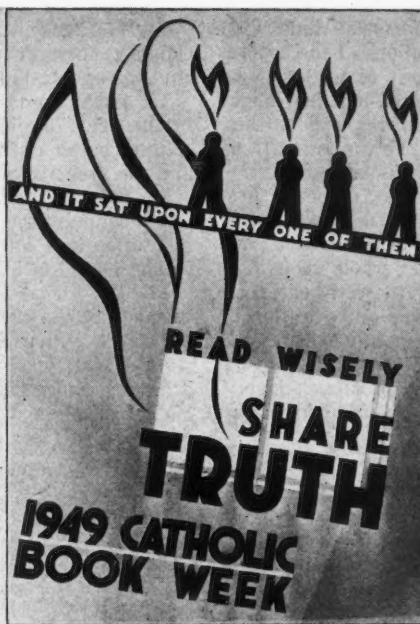
This technique of stating these "criteria" or limitations on administrative action and what limitations the administration may impose is a method of evading the specific definition of the character of the students' rights. It becomes easy to state rights as absolute rights, but when a question is raised, it is pointed out that the criteria limit, and what limitations affect what right is left to the individual. Obviously such a technique is not straightforward, nor does it involve a frank facing of the great issues that are involved.

IV

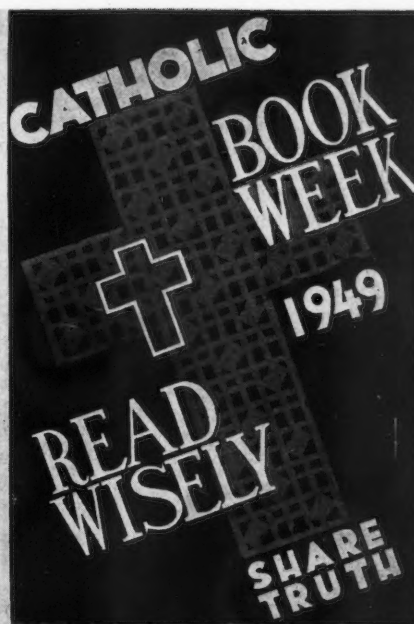
It seems that there was not an adequate analysis of the problem which faced the students in formulating the student bill of rights and the related question of student obligations. Whatever rights students have as students grow out of their membership in a particular college and membership in a college community. This is entirely a voluntary relation which is assumed by the individual. Controlling the student relations is the fundamental purpose or purposes of the college or educational institution. The student will be living the other aspects of his life as a human



Second Prize Winner in Catholic Book Week Poster Contest. Sister M. Prudentiana, C.P.P.S., graduate, summer school, art dept. Catholic Univ. of America. St. John the Baptist School, St. Louis 16, Mo.



First Prize Winner in Catholic Book Week Poster Contest. Sister M. Lurana, S.B.S., graduate student, art dept., Catholic University of America. This is the official poster supplied by the Catholic Library Association.



Third Prize Winner in Catholic Book Week Poster Contest. Paul F. Sciortino, art major, senior, Catholic University of America, Washington 17, D. C.

being. These aspects will not be a concern of the college unless they affect directly his status as student and member of the college community. Where students live in dormitories and the college is acting *in loco parentis* in a wider sphere of relations of the individual, the assertion of rights and obligations and responsibilities do not grow out of the student relationship.

Perhaps a word may be said about rights. One of the best definitions of a right is that it is a moral power (not necessarily physical capacity) of a person, which other persons are bound to respect, to do something, to retain something, or exact something from another.

In the case of a student in a college he is entitled, by virtue of his membership in the college and the payment of his fees, to certain rights in the way of instruction and use of facilities and, by the very character of education, is entitled to certain rights in that process. In other words, he has the social rights of a member of a community and the individual rights implicit in the nature of the educational process. He has also certain duties or certain obligations and responsibilities which are not an issue in this connection. A complete analysis of the rights of an individual as a member of a school community would naturally grow out of the following relations:

1. His relation to his fellow students
2. His relation to the individual teachers
3. His relation to the faculty
4. His relation to the administration.

V

It might be well to attempt to give a student bill of rights which might serve as a basis for a discussion of student rights by the students themselves as well as by college faculties and by administrative officers. Here is a beginning:

Preamble: This declaration of student rights is made to clarify the purpose of the students' membership in the college or university community, his participation in the college curriculum and its extracurricular activities, his co-operation in the administration of the activities of the college, all for the purpose of securing for himself through his membership in the college com-

munity the highest possible intellectual, social, moral, and spiritual development within his capacity, through self-education, including self-activity, self-direction, and self-control.

Student Rights: 1. The right of the student as citizen, as well as his responsibilities as a human being, are in no way abridged nor lessened by his college attendance; for example, in forming or joining organizations or in expressing, publishing, or distributing his views.

2. The right of the student to good instruction on the collegiate level and by implication to teachers who have wholesome personalities, liberal education with scholarly knowledge of the field they are teaching, and at least fair capacity to teach.

3. The right of the student to petition through proper channels and to be heard by the highest administrative authority, if necessary, for changes in curriculum, teaching personnel, or other factors affecting instruction or the student's welfare.

4. The right of the prospective student to clear, accurate, and reasonably complete information in the catalogue (or in special pamphlets placed in the hands of prospective students) regarding aims, facilities, requirements for admission and graduation, and particularly any special practices or requirements which are different from normal practice in higher educational institutions.

5. The right of the new students to an orientation program explaining directly to them the catalogue statements and any further essential information regarding the institution and inviting free inquiry.

6. The right of the students to know of any changes in the policies or regulations of the institution at the time they are made by full publication in the student publications or by pamphlets to be distributed by the student council; and such policies shall not be effective until after such publication or distribution.

7. The student has a right to continue under the requirements for degrees or diplomas effective when he entered, unless he voluntarily chooses to elect new programs or requirements.

8. The right of the student to join or not to join any student organizations open to him.

9. The right of the students to control all fees collected for student activities with provision for proper custodial care, for au-

thorized expenditures, withdrawals, and independent audit shall be made effective under formal written regulations of the college.

10. The right of the student in the interest of justice to be advised in writing of any serious charges against him that might lead to suspension or expulsion, to file an answer if he wishes, and to be heard by appropriate administrative authority if he requests it before a decision is made or action is taken.

11. The right of the student to have access to competent professional personnel services, particularly in the field of student counseling and health, and living conditions, as essential means, along with instruction, to the education of the "whole man."

12. Student organizations have the right to work out their own programs and activities within the specific authorization of the organization, the general institutional regulations, and the written and traditional purposes of the institution.

13. The student has a right to administrative protection against unreasonable, arbitrary, or capricious action by members of the faculty or by administrative officers.

14. The students in a student organization have the right to choose or to approve faculty advisers where such are required for student organizations.

15. In the exercise of his rights as a student everyone is limited by the rights of other students and by the just requirement of the college charter or of the college regulations, stating the purposes, and the program of the institution.

16. Student rights must be exercised within the stated purpose and program of the college or university as officially stated by the institution in a form readily available to students in the college catalogue and in other publications or legal documents.

17. The right of the student to the benefits of an honest, economical, and efficient use, under a high sense of trusteeship by the college authorities, of all college funds including income from student fees, auxiliary enterprises, governmental appropriations or grants, and also the constructive income of "contributed service" of members of religious communities, for the most effective education of the student.

Catholic Press Month: A Challenge

*Sister M. Rose Paul, O.S.F.**

THE challenge contained in a good Catholic Press Month project may very well be one of the high lights of the year. The time set aside is sufficient to allow for real development and the attainment of a definite objective. In this day of so many claims for special observances, it is striking to the teacher that here we have one really promising assignment. A month can give her the hope of presenting a worth-while idea. She and the class can work with a grand feeling of relaxation and enjoyment, for the project at hand need not be hurried. Bearing in mind the religious, social, and literary values which can follow from Catholic Press Month, it would be a very poor leader in Christ's army who would not try to use the time to best advantage.

Literary Malnutrition

There was nothing unique in the circumstances leading to the experiment at our school. The caliber of the class demanded a project that would result in much and varied reading. The eighth-grade pupils needed a Catholic eye opener. The pupils were apologizing Catholics and, worst of all, chain comic mongers. Each claimed a personal library of a large number of comic books. Not satisfied with the possession of this many, these young readers set up a library exchange system and were careful not to get too much duplication.

It was evident that to thrust Catholic literature upon these people would cause a dislike for it. Prudence would be needed, but it must go hand in hand with a determined conviction that the pupils had much to gain and, with a fair trial on their part, certainly would gain it. It was up to them,

but the teacher necessarily must point the way.

The immediate objectives of the project were: first, to read more Catholic books; second, to develop a consciousness of the Catholic literature of today; third, to regard the various preferences, i.e., sports, religious themes, mystery, stories for girls and for boys; fourth, to guide the choice, at the same time taking into account the difficulty and the intrinsic value of the books read.

The Tonic Prescribed

Objective number four really decided the nature of the experiment. The credit system would answer this need. Pupil interest was at a marked low, hence the need for a surprise attack. The teacher listed all the books by Catholic authors which she found available for her project. She typed the title, the author, and the number of points to be earned by the pupil who read the book. Easy books received 3 or 4 points; the average, 8; and the more difficult, 12. A trip to the local library added variety to our stock; so also did the loans from other rooms in the school.

Since it would take all the possible aids to sell this idea, a form of competition was thought the wisest course of action. This involved an individual check and a group challenge. Because the bookshelf idea seemed to answer these needs, the week end before the "attack" was spent in arranging two separate bulletin boards for the challenging divisions. Upon the boards in large red and blue letters were placed the notices: Group One — Bookshelves and Group Two — Bookshelves. Under these, in pleasing array, were pinned red and blue papers cut to represent simple shelves.

These shelves were labeled with the pupils' names in white tempera. The two groups were equated as to reading ability by distributing both better and slower readers in each group.

Getting Pupil Co-operation

The morning of the opening of the project found many queries in the mind of the teacher. This just had to work; otherwise the very last resources would appear to have been unsuccessfully plumbed. First impressions are important; and the first reactions were surprisingly favorable. The atmosphere took on an air of mystery never suspected yet joyfully received. During the reading period interest was at white heat. As questions followed and answers only seemed to lead to further questions, the truth finally dawned. There came a despondent utterance: "Oh! — Catholic Press Month!" It was as drained of enthusiasm as the first reaction had been glowing with interest.

High-powered salesmanship was needed. The best thing to do was prudently but frankly to put the cards on the table. We looked upon it as a crusade and a challenge. We were determined to prove to ourselves that Catholic literature is interesting. In desperation the prize incentive was added. An award was to go to the pupil having the greatest number of points at the end of the week. But these young readers were only acquiescing as was proved in the statement: "Now, Sister, we have to read this kind for only one week, till Friday." Catholic Press Month seemed to have shrunk to Catholic Press Week.

The time went on. A miniature book made of colored paper, bearing the title, author, and number of points earned, was

*St. Mary's School, Dubuque, Iowa.

Catholic Book Week

Catholic Book Week, sponsored by the Catholic Library Association, will be observed February 20-26. "Read Wisely - Share Truth" is the slogan for 1949.

The Committee

The Book Week Committee of the Catholic Library Association consists of:

His Eminence Samuel Cardinal Stritch, archbishop of Chicago, honorary chairman; Phillips Temple, librarian, Georgetown University, chairman; Rev. Wilfrid Parsons, S.J., Jesuit House of Studies, Washington, D. C.; Brother Aurelian Thomas, F.S.C., president of the Catholic Library Association; Sister Helen, S.N.D., librarian at Trinity College, Washington, D. C.; Laurence A. Leavey, executive secretary of the Catholic Library Association; Eugene P. Willging, director of the library at the Catholic University of America.

There is also an Advisory Committee

of representatives from regional areas and special departments of the C.L.A.

Book Week Projects

The most important project in each community is the local program to promote a widespread, intelligent interest in Catholic literature and in all literature which, in regard to faith, morals, culture, and literary excellence, meets the high standards of truth and beauty approved by Catholic scholars.

A supplementary project, of national scope, sponsored by the C.L.A., is the collection of surplus books from libraries and individuals for the benefit of Catholic schools, missions, libraries, and other institutions in all parts of the world where book collections have been depleted as a result of the war.

Book Week Service

Any school or organization can obtain a Catholic Book Week Kit sending \$1 to Catholic Book Week Kit, P.O. Box 25, New York 63, N. Y. This Kit, prepared

under the supervision of Thomas V. Reinert, of the Manhattan College Library, contains the Catholic Booklist, a manual of suggestions for a campaign, posters, etc.

A series of radio programs has been arranged under the chairmanship of Wm. Smith, radio director of the N.C.C.M., 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Phillips Temple, national chairman of C.B.W., who is at Georgetown University Library, 37th and O Sts., N.W., Washington 7, D. C., is director of publicity. He will be glad to receive and to give suggestions.

Read Wisely - Share Truth

"Read Wisely - Share Truth" is the slogan chosen for Catholic Book Week, 1949, February 20-26, 1949. Printed displays of the slogan are included in the Kit which you can get from Mr. Reinert.

The second part of the slogan suggests the national C.L.A. project of collecting books for those in need.

placed on the appropriate shelf for each book read by the pupil. Herein lay the answer to the awakening of pupil interest. As one pupil found himself three points in the lead in his group but two points behind the leader of the other group, the point value was grasped more completely, the project began to be understood, and pupil interest was again coming to the front.

Faculty Co-operation

The principal and several other teachers helped much by coming into the room, apparently for business, but incidentally showing interest in the project. After explaining their activity two or three times the pupils found themselves more enthusiastic. They had sold it to themselves while describing it to others. By Friday, the day scheduled for the closing, they had advertised themselves too much to cease operations. It was from the pupils that the request for continuance came. They wished to continue, "because so many are close in points," and "because some of us are in the middle of a good book and want to finish it and get our points." The class club took over and voted it in for another two weeks. A vote was again called at the end of that time and the project lived to be a Catholic Press Month project after all.

The final points ranged from 9475 to 1456. It was revealing to find some of the boys who had been scheduled for basketball practice hastening to defend their low ratings by declaring that practice for the team had been to their disadvantage. Others had more time than they gave to the winning of points. Some of these had been the very ones to insist: "But this stuff, for only one week, Sister."

Not all points had been earned by read-

ing alone. Any who took time to go to the public library for books not in our stock, were given ten points for their interest and help to the other class members. Likewise, Catholic magazines and newspapers were given ratings. The Diocesan paper, *The Witness*, received points if read as a matter of habit, weekly. Those who had this habit were given points to cover the entire school year's numbers.

Remarkable Results

Checking the results with the objectives was interesting. There had been an increase in the reading of Catholic authors. The booklet, *Catholic Authors of the Past and Present*, Junior Edition, by Brother George N. Schuster, S.M., was of invaluable aid as a guide to the selection. By the end of the month the authors to be found in this reference were flying as smoothly from pupil to pupil as had been the Superman of comic-reading days. A snatch of conversation caught one day was both gratifying and revealing to the teacher. One pupil evidently had mentioned what one or other of the characters of the comic books was doing. The answer was abrupt: "What, are you reading those? Why, you don't get points for those. I'm reading a book that is better than any of those that I ever read." And that was at a time and in a place when the presence of the teacher near by was never suspected. Pupil conversation now contained such phrases as, "She's a keen writer," and "His books are always good."

Rev. Gerald T. Brennan was the class favorite. One boy set the pace for an outgrowth not anticipated. He wanted to write to Father after he had completed *The Good Bad Boy*. After his answer had been received, others also wanted to con-

tact authors. The class began a scrapbook of letters from favorite authors. In it are kept copies of the pupils' letters to the publishers, the answers received, the pupils' letters to the authors, and, of course, their answers. This was proof sufficient of the attainment of the second objective, i.e., the development of a consciousness of Catholic literature of today.

The greatest proof of the success of the undertaking lay in the fact that Catholic authors were still being read and discussed in the ordinary conversation even at graduation time. The comments passed by two girls clinches the matter most adequately: "I never knew that Catholics wrote such good stories. I had always connected long, dry sermons on religion with the mention of a Catholic author." Another said, "What I shall always remember about eighth grade is the *Reading Project on Catholic Authors*." A further and most gratifying result was the fact that several groups of these same pupils, upon returning to visit the school during the following year while attending various high schools in the city, asked about our stock of Catholic authors and wondered if we had found any new ones since their work on the project.

Purposeful Activity

Not only were the pupils the learners in this endeavor. The major benefit to the teacher lay in this that it emphasized for her the real values possible from such an undertaking. A project which grows step by step from a need is most certain to be a success. It is more interesting and valuable, for every smallest activity is activity for an end and not activity for the sake of activity. Each situation calls for a different solution. Graduates of Catholic schools should appreciate Catholic books.

Popular Catholic Education in England—II

D. Francis Finn*

(Continued from the January issue)

IN DUE course the parish priest of St. Ethelreda's will receive the completed application forms from candidates for the vacant post, and from these (possibly after consultation with the headmaster) he will choose two or three to be called up for interview with the managers. After the interview the unsuccessful candidates will be told to send in a claim for any expenses necessarily incurred in coming to the interview. The parish priest will pay these claims and will in turn claim these sums from the education authority.

The appointment of the new teacher will now be formally notified to the director of education, and at the next meeting of the education committee the appointment will be formally ratified. Some local education authorities (e.g., London) require the candidate to attend a meeting of the education committee for interview before giving their formal approval.

The question of salary does not enter into the discussions between teacher and managers. The teacher knows that he will be paid according to the national scale of salaries for teachers in schools maintained by local education authorities. His salary will be £300 per annum plus £15 for each year of service he has so far completed as a certificated teacher. (This rate is to be increased in the near future.) There may be further additions if, for instance, he holds a university degree or if his period at the training college was longer than the normal two years. And his maximum salary as an assistant teacher will be £525 per annum, exclusive of any special allowances.

Catholic Teachers

Shortly after taking up his appointment the new teacher will sign an agreement with his managers. This agreement will contain the following clause, or something to the same effect:

The teacher shall at the times appointed on weekdays for religious instruction under the control of the managers instruct the children entrusted to his care in the Holy Scriptures and in the Catechism and Doctrines of the Roman Catholic Church in accordance with the principles and subject to the regulations and discipline thereof and will attend all the examinations authorized by the said managers.

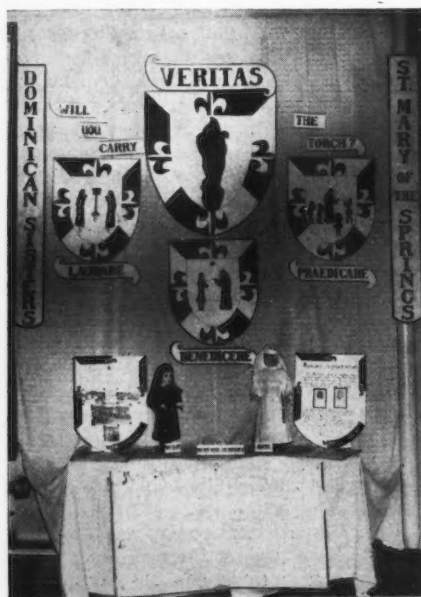
The Catholic teacher, then, is appointed by the Catholic managers, signs an agreement with them, and is the employee of the managers although he is paid out of the public purse. The public authority can terminate his engagement if he fails to carry out his proper duties in regard to secular instruction, whilst the managers have the right to dismiss him if he fails to carry out his duties in religious teaching.

*Headmaster of a London school. This is the second of three articles written for THE CATHOLIC SCHOOL JOURNAL.

Here is another aspect of the appointment of Catholic teachers. While teachers in schools owned by the public authority can be transferred (for promotion or other reasons) to any other school under the same authority, the Catholic teacher who moves to another school for any reason must first give notice to his managers of the termination of his agreement, as well as to the local education authority. He will then sign a new agreement with his new managers. The Catholic teacher is therefore not so mobile as his undenominational colleague.

Size of Classes

The regulations governing the staffing of a school and the size of its classes are the same for all schools of the same type, regardless of whether they are the property of managers or of the public authority. The ideal of the ministry of education is that secondary students should be taught in classes of not more than thirty, and primary pupils in classes not exceeding forty. This, however, will remain an ideal for some time to come because the increase in the number of children compelled to attend school (the effect of the law extending by one year the compulsory period) necessitates a vast increase in the number of teachers required in schools; and the present campaign to induce young people to enter the teaching profession can at best produce only a very gradual increase. For some considerable time to come we shall find classes of fifty children quite common.



A Vocation Week Display designed by Sister Rose Marie, O.P., at St. Mary of the Springs, Columbus, Ohio.

Types of Secondary Schools

When the pupils of St. Ethelreda's come to the end of the primary stage of their education, i.e., at the age of 11, they sit the "common entrance examination," a test organized by the local education authority and designed to determine the type of secondary education from which each child will derive most benefit.

There are three types of secondary education in the national system: 1 the Grammar School, which is normally for those pupils who intend to enter one of the professions or to enter a university at the end of the course; 2 the technical school, where the general education given is related to one or other of the main branches of industry, agriculture, or commerce; 3 the modern school. This last named type is the school newly designed by the Education Act of 1944, and is—as a result of war-time conditions—in a rudimentary stage only. The ministry has laid down no rules about its curriculum; but it is hoped that heads of such schools, experimenting freely, will evolve a general education of a high type and wide range, closely related to the interests and environment of the pupils and covering both literary and practical aspects of life. The formal, academic bias of the old higher elementary school is no longer required here.

All local authorities are required by the new Act to reorganize their school systems along these lines, and to bring up to date where necessary their old-fashioned school buildings. This applies naturally to managers of Catholic schools if they wish to retain control of the education of their children—and about that, of course, there is no shade of doubt. This, then, is the part of the Act of 1944 that gives cause for grave concern to Catholics.

The parish priest of St. Ethelreda's will need a new school for his children of secondary age. The present old building will have to be brought up to date for the primary pupils; but secondary students and primary pupils must in future be housed in separate buildings under different heads. There are not so many pupils of secondary school age in the parish of St. Ethelreda as would justify the parish priest in burdening the parish with a new building. So he has joined forces with the neighboring parish priest whose problems are similar; and a new secondary school will be built to house the secondary pupils of both parishes, and each parish will bear half the cost. When it will be built our parish priest is unable to say, or how he will be able to find the necessary funds, for his share in the new building after allowing for the assistance that will be granted by the ministry he estimates to be something in the neigh-

borhood of 26 thousand pounds. I had better say also that *where* the new school will be built is another doubtful business. The new school must be situated so as to be convenient to the children of both parishes; but there are many factories and houses in existence in the most desired places. . . . We had better leave this headache for the present and return to the pupils of St. Ethelreda's.

Grammar Schools

Those pupils who have sat the "common entrance examination," already mentioned, will be graded by the panel of the education authority's examiners as suitable for one or other of the three types of secondary school. If a child has been graded "grammar school" there will be no difficulty. He will pass to a grammar school which is staffed by Jesuits, Christian Brothers, or some other religious order. His fees will be paid by the local education au-

thority, and if his attendance involves a bus ride or a tram ride he will travel to and from school free. The grammar schools for girls are taught by Sisters of various religious orders. The Catholic grammar schools are not under exactly the same conditions as the traditional parish schools like St. Ethelreda's. They have hitherto received much less assistance from public moneys than the elementary schools and consequently had to be fee-paying schools. But if the fees were to be kept at a level such as would enable them to carry out their function, it was necessary that the school should be built and staffed by religious. It would be impossible to run if it were staffed entirely by lay teachers paid according to the national scale of salaries.

Public Technical Schools

One or two of St. Ethelreda's pupils may be graded as suitable for technical school, and they may indeed proceed to a technical

school; but it will be one that is under the control of the local education authority. There is no Catholic technical school available for them.

The Modern School

The majority of the examinees will be pronounced eligible for "modern school." But as we have already said there is no modern school in St. Ethelreda's parish; and in this respect St. Ethelreda's resembles the vast majority of English parishes. What then? The parents will simply decide that their children are to continue to attend St. Ethelreda's. The head teachers of the two departments will devise what secondary courses for these children they can, having regard to the staffing and accommodation at their disposal. The ministry wisely allows children of secondary age to be retained in the school until such time as the new building is ready to receive them.

The Enrichment of Reading in the Elementary School

*Sister Margaret Rose, C.D.P.**

AN EXAMINATION of reading studies published in the United States since 1880 reveals not only an increased interest in reading as the subject of investigation, but also a broadening of the scope of this investigation. From 1880 until 1920 these studies related, in large measure, to problems of reading in the elementary school. Since then, "the field of investigation has broadened steadily until it now includes problems that arise before children enter school, that command attention at various levels of general education, and that merit attention at the college and university levels."¹ Reading problems now being made the subject of study have their origin in the home, in the library, and in adult life in general, as well as in the school. Learning to use books is a lifelong process and investigators have come to recognize this "perennial nature of the reading problem."²

This implies that there is no place in the elementary school for "fourth-grade reading," or "fifth-grade reading," or for "reading" as a *subject* at any grade level. Reading instruction at all levels must be preparation for life — for life here and now as well as for adult life. This does not mean

that the teacher will have no goals or standards of achievement at the various grade levels. It means, rather, that she will look upon reading as a "process of evaluation or of reconstructing the facts behind the symbols."³ She will no longer differentiate between "learning to read" and "reading to learn"; reading will assume its logical place with speech and writing to form the facets of the language arts. Emmett Albert Betts insists that:

Reading is a *process* rather than a subject. The development of versatile habits of reading and study is a *continuous* process which cannot be terminated when the pupil is admitted to the intermediate grades or to the secondary school. Since reading is primarily a thinking process, reading ability cannot be fully developed in the primary school. If this viewpoint is translated into practice, then very systematic guidance in reading should be made in the secondary school. Furthermore, the fact that one does not read "reading" but reads literature, science, social studies, mathematics, and the like, places the responsibility for systematic instruction on all teachers. In short, systematic instruction for the development of efficient reading habits is the responsibility of every teacher.⁴

Guiding Our Pupils

Father Gerald Vann, O.P., reminds us that we cannot guide another unless we know where he wishes to go. Where does the Catholic child wish to go? What are

the ultimate goals toward which he is to be directed? The Commission on American Citizenship of the Catholic University of America has stated that it is the aim of the Catholic elementary school:

to provide those experiences which, with the assistance of Divine Grace, are best calculated to develop in the young, the ideas, the attitudes, and the habits that are demanded for Christlike living in our American democratic society.⁵

The Catholic school will find a middle course somewhere between the newer conceptions of "general education" which "emphasize the interests, concerns, and problems of the present as points of orientation for students,"⁶ and the traditional pattern of "liberal education" with emphasis on our social and cultural heritage. From either point of view, reading is a matter of great importance. As J. Wayne Wrightstone says:

If reading is an integral part of general education, it, too, must be characterized by these newer trends. Reading materials must be interesting, vital, and relevant to present-day issues and concerns of students; reading must be done in connection with active learning. Reading objectives must include critical thinking, social sensitivity, attitudes, interests, and appreciations — in addition to, not in place of, functional reading abilities, habits, and

*Instructor, Department of Library Science, Our Lady of the Lake College, San Antonio, Tex. This is a paper read at the Diocesan Catholic Teachers' Institute, Lafayette, La., Mar. 15, 1948.

¹W. S. Monroe, ed., *Encyclopedia of Educational Research* (New York: The Macmillan Company, 1941), p. 892.

²Emmett Albert Betts, *Foundations of Reading Instruction* (New York: American Book Company, 1946), p. 26.

³*Ibid.*, p. 80.

⁴*Ibid.*, pp. 74-75.

⁵Sister Mary Joan and Sister Mary Nona, *Guiding Growth in Christian Social Living* (Washington, D. C.: Catholic University Press, 1944), II, p. 81.

⁶William S. Gray, ed., *Reading in General Education* (Washington, D. C.: American Council on Education, 1940), p. 358.

skills. And reading must be considered an important process in all content fields—not in English courses alone.⁷

But the Catholic teacher must strive to prepare the child for "Christlike living" through the development of individual abilities and skills and also of the "understandings, attitudes, and habits that will perfect the individual in his relationship with God and the Church, his fellow men and nature."⁸ The child must not only be oriented in the problems of present-day society; he must also be guided to his place in the Mystical Body of Christ and in the Communion of Saints.

From a purely materialistic point of view, J. Donald Adams points out the importance of the study of literature today in commenting on the report of the Commission on Liberal Education of the Association of American Colleges. He says:

On the first page of this report there was a sentence which brought me up short because it suggests so much about the value of literature to the time in which we are living. It was this: "Literature arrests the rapid flow of experience, holds it up for contemplation and understanding." There, in a nutshell, is the reason for the heightened value of literature just now. Never was the flow of experience, as carried to us by the various mediums of communication, ever so rapid or so intense. . . . Men in a primitive society or in those periods of highly organized societies when change moves almost imperceptibly have the opportunity for contemplation and understanding of the flow of experience in ways that are denied to ourselves. For that very reason it is difficult for us now to achieve . . . [an] historical sense. . . . But there is no more effective aid toward its acquisition than in the books that make us conscious of the continuity of man's experience.⁹

How much more important it is for the Catholic child to be made conscious of the continuity of his Christian heritage!

Parents and Teachers as Guides

The child's first reading experiences should be met in the home, and teachers and librarians must strive to foster parent companionship with children and books. In charting the growth gradients of the child from one to nine years of age, Arnold Gesell indicates reading experiences as beginning at 18 months, when the child turns pages in books and points to identified pictures. At two years he names pictures in books, likes to hear rhymes, and enjoys tactile books. By the time he is two and a half, he likes to look at books alone and to fill in the last word as an adult reads. He likes rhymes or short stories about familiar subjects, and books about transportation or animals.¹⁰ Stories, books, and pictures are important in the nursery school and kindergarten, and the home affords even greater

Easter Meeting of N.C.E.A.

Philadelphia, April 19-22

The annual meeting of the National Catholic Educational Association will be held in Philadelphia during Easter week—April 19-22.

Brother Emilian, co-ordinator of the convention, calls attention to the extra day planned for the 1949 meeting so that the procedure may be relaxed, unhurried, and thus of greater profit to the delegates. Each department is urged to arrange its program so that a full day may be reserved for visiting the interesting educational and commercial exhibits, and for getting acquainted with the history and culture of Philadelphia.

Each section will have an enthusiastic and compelling speaker who will keynote the general convention theme: Relationships of Government, Religion, and Education.

There will be a summarizer for every meeting whether general or sectional and a general summarizer for the whole convention. Father Paul Campbell will be the general summarizer.

The committee in charge urges a strict time limit for each speaker and promises that the meetings will be short and energetic. The committee also requests all speakers to submit their papers to the Secretary General by February 15.

opportunities for sharing reading experiences with the small child. Parents who may feel that they do not know how to read with their children or what to read with them will profit by such books as Annis Duff's *"Bequest of Wings"* Jean Betzner and Annie E. Moore's *Everychild and Books*, or May Hill Arbuthnot's *Children and Books*. In order to encourage reading in the home, parents should be made aware of the availability of public library facilities. The school library may furnish books for home reading, and the librarian knows that she has given satisfactory service when a child returns a book and states that several small sisters and brothers enjoyed it, too, and, "May she have another book to read to them?"

"The school holds a strategic position in making books significant in the community of which it is a part."¹¹ The teacher must take the lead in teaching the child to know

how and when to make appropriate use of the language arts and seek the co-operation of the parent in guiding him in his selection of what to read. Parents, teachers, school and public librarians must co-operate in selecting the right book for the right child at the right time.

The Guide Must Understand

A program of reading guidance calls for a knowledge of children—their interests, their needs, and their abilities, and a familiarity with the broad scope of children's literature. But more important than knowing what words fourth- or fifth-grade pupils should be able to recognize and pronounce, or what reading interests are listed by fifth- and sixth-grade boys and girls, is a sympathetic understanding of Johnny's home life, of what interests Leo, and how well Jane understands the book she is reading. It is further true that "enrichment of the reading program is not achieved entirely through increased library facilities."¹² A library may have on its shelves all the books "double starred" in the *Children's Catalog*, but without the enthusiasm of a parent, a teacher, or a librarian who knows and loves *Winnie-the-Pooh* or *The Wind in the Willows*, how many children will miss the delight of reading these and other universal favorites?

As teachers and parents interested in children's literature, we adults have two responsibilities: weighing the kinds of literature available for children, and trying to help them discover the pleasures of reading books that are genuine bits of art, instead of books that are second rate or poor.¹³

How can we know which books are the "great books" of childhood? The best and surest way is by reading them. But who could possibly read them all? The latest edition of the *Children's Catalog* lists 4200 books, and it is only one of the many selection aids available. In 1947, there was published a total of 933 books for children, and in December alone 85 juveniles came from the press.¹⁴ In view of the impossibility of reading all these books, we must be guided in our selection by the experts in the field of children's literature.

Professional Guides

There are a number of authorities in the field of children's literature today who have made a lifetime study of the evaluation of children's books. May Lamberton Becker, who edits the "Books for Young People" section of the weekly *New York Herald Tribune Books*, has written *Adventures in Reading* and *First Adventures in Reading* as aids in reading guidance. Annie Thaxton Eaton is the author of *Reading with Children* and *Treasure for the Taking*. Alice M. Jordan, after serving for many years as children's librarian in the Boston Public

⁷*Ibid.*, p. 358.

⁸Sister Mary Joan and Sister Mary Nona, *op. cit.*, II, 81.

⁹"Speaking of Books," *New York Times Book Review*, Feb. 22, 1948, p. 2.

¹⁰Arnold Gesell and Frances L. Ilg, *The Child from Five to Ten* (New York: Harper & Brothers, 1946), pp. 370, 395.

¹¹Jean Betzner and Annie E. Moore, *Everychild and Books* (Indianapolis: The Bobbs-Merrill Company, 1940), p. 95.

¹²Betts, *op. cit.*, p. 63.

¹³May Hill Arbuthnot, *Children and Books* (Chicago: Scott, Foresman and Company, 1947), p. 10.

¹⁴Catholic Children's Book Club, *Newsletter*, Feb. 5, 1948.

Library, is now book editor of the *Horn Book*, the only magazine devoted exclusively to the interests of children's literature. Bertha Mahony has published her evaluations of children's books in two works called *Realms of Gold in Children's Books* and *Five Years of Children's Books*. Anne Carroll Moore has been working in the field of children's literature since 1896 when she became the first head of the children's department of Pratt Institute Free Library. In 1940, she received the Constance Lindsay Skinner memorial medal for "outstanding work as a pioneer in the field of better books for children." Her extensive experience with children and books is summarized in *The Three Owls* [first-third books], *Roads to Childhood*, *New Roads to Childhood*, *Crossroads to Childhood*, and other publications. The value of the work of these pioneers lies in the fact that their knowledge of children's books comes from having studied children and books together. Teachers and parents who look to them for guidance and inspiration will acquire a list of criteria upon which to base their selection of titles from graded lists, current reviews, or from the shelves of the bookstore.

Be Reasonable

But let it not be forgotten that the purpose of selecting books and building up a library is the enrichment of the child's reading experiences. Patience and time will be needed for the cultivation of taste and appreciation for good books. Some books have an immediate popular appeal, others have a more limited appeal. Children's preferences can be guided: their appreciation develops in line with what is presented to them. Individual tastes differ radically. Children cannot be forced to like *Alice in Wonderland*, no matter how much you love it, but this does not excuse us from our first responsibility, that of "seeing that all children are exposed to some of the best books for their age levels."¹⁵

... some poems must be heard and heard again. Some stories must be talked over or listened to while someone who knows and loves them reads them aloud. Then we catch the theme, savor the beauty that eluded us, and are curiously satisfied. Sometimes, with children, we can watch the discovery taking place. Suddenly their faces come alive, there is a stillness about them, a rapt attention, and their eyes shine. They do not say, "This is beauty," but you see that they are moved. For a moment they are lifted out of themselves. The moment will pass, but they will seek such experiences again.¹⁶

Will you be ready to guide them?

BACKGROUND BOOKS

Arbuthnot, Mary Hill, *Children and Books* (Chicago: Scott, Foresman and Co., 1947), pp. 626, \$5.

Contains advice on the choice of good read-

ing from tots to teen-agers, definite rules for picking the right books for the right child, and hints on how to stimulate a healthy reading appetite.

Becker, May (Lamberton), *Adventures in Reading*, new ed. (Philadelphia: J. B. Lippincott Co., 1946), pp. 250, \$2.

Many kinds of books are discussed with emphasis on interest and values in reading.

First *Adventures in Reading* (Philadelphia: J. B. Lippincott Co., 1936), pp. 286, \$2.

The development of a normal child's reading tastes is traced from nursery rhymes to the romantic and mystery tales loved by adolescents. Betzner, Jean, and Moore, Annie E., *Everychild and Books* (Indianapolis: Bobbs-Merrill Co., 1940), pp. 174, \$2.13.

Discusses effective ways in which parents, teachers, and librarians may co-operate with children in their voluntary reading and stimulate their interest in good books.

Dalgiesch, Alice, *First Experiences with Literature*, new ed. (New York: Charles Scribner's Sons, 1937), pp. 162, \$1.60.

Discusses books for preschool and primary grade children and is especially helpful in regard to picture books.

Duff, Annis, *"Bequest of Wings"* (New York: Viking Press, 1944), pp. 204, \$2.

Subtitle: "A family's pleasures with books." Illustrates how books, music, and art can be shared by parents and children.

Eaton, Anne Thaxter, *Reading with Children* (New York: Viking Press, 1940), pp. 354, \$2.50.

Reflects the enthusiasm of one who knows the joy of children's books and furnishes guidance in introducing books to boys and girls.

Treasure for the Taking (New York: Viking Press, 1946), pp. 248, \$2.50.

Primarily a book list, but Miss Eaton's comments and annotations make it more than a selection aid.

Hazard, Paul, *Books, Children & Men* (Boston: The Horn Book, 1944), pp. 176, \$3.

A French scholar discusses children's books in terms of the cultures of various peoples.

Kiely, Mary Frances, *Traffic Lights* (New York: Pro Parvulis Book Club, 1941), pp. 110, 50 cents.

Subtitle: "Safe crossways into modern children's literature from the Catholic point of view."

Moore, Anne Carroll, *My Roads to Childhood* (New York: Doubleday & Co., 1939), pp. 399, \$2.

Contains three books first published separately: *Roads to Childhood*, in 1920; *New Roads to Childhood*, in 1923; and *Cross Roads to Childhood*, in 1926. Miss Moore discusses the writing, illustration, and criticism of children's books published between 1920 and 1938.

BOOK SELECTION AIDS

A. Printed Lists

Beaust, Nora Ernestine, *500 Books for Children* (Washington, D. C.: Government Printing Office, 1940), pp. 89, 15 cents. U. S. Office of Education. Bulletin 1939, No. 11.

Useful for school librarians with limited funds. Joint Committee of the American Library Association, the National Education Association, and the National Council of Teachers of English. *A Basic Book Collection for Elementary Grades* (Chicago: American Library Association, 1943), pp. 133, \$2.

Lists books suited for curricular purposes and recreational reading and gives grade level for each title.

Kiely, Mary Frances, *New Worlds to Live* (New York: Pro Parvulis Book Club, 1946), pp. 152, \$1.

Subtitle: "A catalog of books for Catholic boys and girls, selected, annotated, illustrated." Mahony, Bertha E., and Whitney, Elinor, *Five Years of Children's Books* (New York: Doubleday & Co., 1936), pp. 599, \$3.50.

An annotated list of what the authors consider the best children's books published between 1929 and 1935.

Realms of Gold in Children's Books (New York: Doubleday & Co., 1929), pp. 796, \$5.

Contains annotated lists of books for all ages and interests.

The Right Book for the Right Child, 3rd ed. (New York: John Day Co., 1942), pp. 285, \$3.

A graded buying list of books for children from preschool age up to the ninth grade.

Rue, Eloise, *Subject Index to Books for Intermediate Grades* (Chicago: American Library Association, 1940), pp. 495, \$4.

Subject Index to Books for Primary Grades (Chicago: American Library Association, 1943), pp. 236, \$2.50.

These two books and their supplements serve as guides to the subject content of supplementary readers and also as purchasing guides.

Wilson, H. W., firm, publishers, *The Children's Catalog*, 7th ed., rev. (New York: The H. W. Wilson Co., 1946), pp. 1104, price on application.

Includes about 4200 titles. Books recommended for first purchase are starred and those of lasting merit which are considered "must" books for all children are double starred. The catalog serves as a buying list and as a cataloguing tool. Part I is an alphabetical list and Part II is arranged in class order.

B. Magazines With Reviews of Children's Books

America, weekly, America Press, 70 East 45th Street, New York 17, N. Y., \$6.

The Booklist, semimonthly, September through July; monthly in August, American Library Association, 50 East Huron St., Chicago 11, Ill., \$5.

Books on Trial, monthly, Feb., Mar., Apr., and Sept.; bimonthly, Oct.-Nov., Dec.-Jan., May-June, July-Aug., Thomas More Library and Book Shop, 220 W. Madison St., Chicago 6, Ill., \$4.

Catholic Children's Book Club *News Letter*, monthly, Catholic Children's Book Club, 70 East 45th St., New York 17, N. Y., free to club members.

The Catholic Library World, monthly, Oct. through May, Catholic Library Association, P. O. Box 25, New York 63, N. Y., \$5.

The Catholic School Journal, monthly, Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee 1, Wis., \$3.

The Catholic World, monthly, Catholic World, 401 W. 59th St., New York 19, N. Y., \$4.

Commonweal, weekly, Commonweal, 386 Fourth Avenue, New York 16, N. Y., \$5.

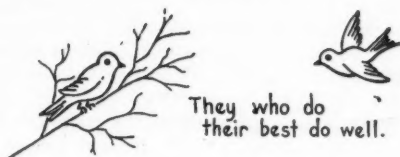
Elementary English Review, monthly, Oct. through May, National Council of Teachers of English, 211 West 68th St., Chicago 21, Ill., \$3.50.

The Horn Book, bimonthly, The Horn Book, Inc., 248 Boylston St., Boston 16, Mass., \$3.

New York Herald Tribune Weekly Book Review, weekly, New York Herald Tribune, Inc., 230 West 41st St., New York 18, N. Y., \$2.

New York Times Book Review, weekly (supplement to the Sunday ed. of the *New York Times*; not sold separately), New York Times Co., 229 West 43rd St., New York 18, N. Y., \$6, complete Sunday ed.

Reader's Choice of Best Books, monthly (supplement to *Wilson Library Bulletin*), H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y., \$2.



They who do
their best do well.

¹⁵Arbuthnot, *op. cit.*, p. 562.

¹⁶*Ibid.*, p. 10.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, Ph.D., LL.D.

Advisory Committee

BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.
 DOM MATTHEW BRITT, O.S.B., St. Martin's Abbey, Olympia, Washington.
 FRANCIS M. CROWLEY, Ph.D., Dean, School of Education, Fordham University, New York, N. Y.
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.
 BROTHER DENIS EDWARD, F.S.C., Ph.D., LL.D., Supervisor of Schools, Normal Institute, Ammdendale, Md.
 BROTHER EUGENE, O.S.F., Litt.D., Principal, St. Francis Xavier's School, Brooklyn, N. Y.
 REV. EDMUND J. GOEBEL, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
 VERY REV. MGR. FREDERICK G. HOCHWALT, Ph.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.
 VERY REV. MGR. WILLIAM R. KELLY, Ph.D., LL.D., Pastor, Church of St. Philip Neri, Borough of Bronx, New York, N. Y.
 BROTHER EUGENE PAULIN, S.M., Ph.D., Community Inspector, Society of Mary, Kirkwood, Mo.
 RT. REV. MGR. RICHARD J. QUINLAN, S.T.L., Winthrop, Mass.
 REV. AUSTIN G. SCHMIDT, S.J., Ph.D., Professor of Education, Loyola University, Chicago, Ill.
 RT. REV. MGR. J. M. WOLFE, S.T.D., Ph.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa.

The New York Public Schools and the Magazine *The Nation*—No. 2

In William Jansen's — the city superintendent of New York public schools — discussion of the issues growing out of the elimination of the magazine *The Nation* from the list of publications authorized for use in public high schools of New York City at least six issues are raised.

1. Was *The Nation* eliminated as alleged because it criticized the political and social policies of the Roman Catholic Church?
2. Has the Roman Catholic hierarchy ever attempted to influence the board of superintendents or its members?
3. Did the author of the articles go out of his way to introduce a discussion of religious questions as such, as distinct from social policies in articles with titles that themselves were legitimate?
4. What was the basis of the discontinuance of *The Nation* on the approved list?
5. Why did not the board of superintendents continue the policy of withdrawing single issues?
6. Is *The Nation's* answer disingenuous?

During many years *The Nation* has criticized the Catholic Church and the Catholic hierarchy for its stands on international problems such as Franco, Peron, the Italian elections, and on local problems such as birth control laws, uniform divorce laws, venereal diseases and federal aid to public education. During this long period the board of superintendents never did so much as discuss *The Nation's* editorial policies. This, says the Jansen statement:

constitutes a prima-facie case for the pronouncement of the board of superintendents that *The Nation* was not eliminated

because it criticized the political and social policies of the Roman Catholic Church.

On the question whether the Roman Catholic hierarchy ever attempted to influence the board of superintendents the answer is an unqualified "No." Says Mr. Jansen:

Throughout all the years in which criticism of Catholic policies appeared in *The Nation*, the Catholic hierarchy did not try to influence the board of superintendents. It is a fact that neither directly nor indirectly has a single member of the board of superintendents been asked by anyone representing or pretending to represent the hierarchy, to eliminate *The Nation*.

The third question related to the action of the board of superintendents that

where a magazine that has been approved for listing contains in a certain issue an article or articles which the board feels should not be called to the attention of pupils, that issue only shall be withdrawn from the library shelves without affecting the magazine's place on the official list.

This was done after five of the articles appeared on subjects which would have called forth no action if they had kept to the subjects. But the statement shows specifically by way of illustration that in the articles on the "Roman Catholic Church and Medicine" and the "Roman Catholic Church and Fascism," the author did not keep within the limits of his subject, but introduced a discussion of religious subjects. These were gratuitous subjects and obviously prejudiced.

The fourth question related to the more drastic action in discontinuing *The Nation* from the approved list. The limited action was taken on April 20, 1948. Articles continued to be published weekly, and on May 15 and 22, the following articles appeared:

1. "Roman Catholic Science I. Relics, Saints, Miracles"
2. "Roman Catholic Science II. Apparitions and Evolution"

"It should be noted," says Mr. Jansen, "that when *The Nation* and its supporters describe the entire series of articles, they do so by mentioning the titles of practically all the articles except the two just mentioned. They are very careful not to state that two of the articles dealt with relics, saints, miracles, apparitions, and evolution. And yet, it was the publication of these two articles that led to the action taken by the board of superintendents."

The reasons given for the action are definite — one negative and two positive. The negative reason is that these articles *do not* deal with the policies of the Roman Catholic Church with respect to public questions. The two positive reasons are (1) the articles are devoted to a criticism of Catholic beliefs, dogmas, and religious practices, and (2) Catholic beliefs and religious practices are not only criticized but are ridiculed by innuendo. But the action is taken on the broader grounds of the purpose of the public school — the "common" school:

The board of superintendents is of the opinion that it is contrary to the American

public school tradition to bring religious controversies into the classrooms of the public schools. Every responsible school superintendent and every responsible board of education will state that criticism of religious beliefs should not be carried on by our teachers or pupils because the American public school is and always must be a unifying factor in American life.

The preceding explanation answers the question why the board of superintendents took the more drastic action. The continuation of the withdrawal of single issues would have required the principals of each school to have examined each number.

The board of superintendents does not care to list publications that require a scrutiny of this kind.

What of *The Nation's* answer to the criticism? In an appeal for funds to support its campaign against the decision of the board of superintendents, *The Nation* said:

They (the articles) were not antireligious articles. They dealt critically — but soberly and responsibly — with the attempts of the Roman Catholic hierarchy to exert influence in matters outside the religious sphere.

Citations from the articles and the very titles of the two articles in question, together with the extraneous matter introduced in the other articles shows the strange conception the editor of *The Nation* has of criticism, of sobriety, and of responsibility.

The whole consideration of the case by the New York City board of superintendents would seem to be an excellent illustration of the fourth principle which the committee of 107 prominent Americans urge: "The test as to the suitability of books and periodicals should be an individual test and a decision reached in each case on its merits." This is exactly what happened by the only agency charged with public responsibility in the situation. It was an individual test, the merits were carefully reviewed, and use of *The Nation* was found to be in violation of the great tradition of public education and injurious to the achievement of its professed purpose. — E. A. F.

DON'T QUARREL

Catholic educators denounce the public school's secularism; public school officials retaliate by charging that separate parochial schools are a divisive menace in a free democratic society. While Catholic school administrators allege that the public school's disregard of religion breeds delinquency, the public school people claim that the parochial schools produce "social" snobs who refuse "to mix democratically" with their neighbors.

Most of the criticism from both sides is utterly destructive. Rarely do the critics of public education propose any practical administrative procedure for teaching religion in a public school without, at the same time, infringing upon any student's civil right of religious liberty. Likewise, the critics of parochial education who mutter pseudo-patriotic pleas for a "democratic society free of sectarian rivalries" rarely offer any worthwhile suggestions for closer co-operation between public and parochial schools. — Rev. Wm. E. McManus, Asst. Director, Dept. of Ed., N.C.W.C.

What About the "True-False" Method?

W. G. Montgomery

I WELL know that some editors who publish magazines for teachers, would not want this article at all; and I also know that it ought to be published.

As a teacher, have you ever tried the "True-False" method in your class? Probably so, and yet I trust that teachers generally will not take too seriously this substitute for real teaching. One hears a great deal of it in cheap quiz programs over the air, and it is tempting to teachers who want to get by the easy way.

As you know, this method consists of making a statement, and then asking the class if the statement is true or false. The method made its appearance about fifteen or twenty years ago, becoming popular in many schools almost at once, and is still used by many teachers.

Nor am I condemning this method utterly. I would like, however, to look into it for what it may be worth, and to what extent it may be wisely used. As a change, it might be used once in a great while for the purpose of stimulating class interest, but its constant use is bad for any class or school. In making this statement I am aware that it is controversial. Some good teachers may take issue with me here, and that is their right. Before condemning me, however, I ask them to ponder over the following reasons why I think the "True-False" method is unscientific, mentally unsound, and almost totally bad for students.

In the technical and true sense, there is no teaching in this method. It is only a guessing contest at most. To be sure, a few facts may be learned; but it is just as certain that an equal number of errors will be lodged in the mind.

The poor student will welcome this method, and especially does the lazy like it because he stands a good chance of being correct in his answers. According to averages, he will be right half the time on questions he doesn't know, and all the time on those he does know, which will give him a fairly good showing. But when that is done, just what has he learned? Almost nothing.

Nor am I alone in this conclusion. I doubt if one could find a single competent psychologist, or a specialist in pedagogy, or one trained in the science and art of teaching who would recommend the "True-False" method as a good way to teach. Aside from its use now and then for the purpose of awakening a class during dull moments, I cannot think of another fact in its favor. I am sure I could give dozens of facts against it. Let us examine only a few.

First of all, since this method of presenting the lesson is more or less a guessing game, the student is not likely to study much, if any, for the recitation. He would

rather trust to chance or luck than give the necessary time and study to the preparation of the lesson. But the final results of this method upon a life cannot be measured in terms of what he may or may not learn in the class session. The worst feature of this kind of teaching is that eventually it turns the whole life of the student into a hodgepodge where too many important matters are determined by guessing and gambling, luck and chance.

Because of the working of certain mental laws, this kind of teaching is likely to lead the student into indolence, inaccuracy, and a general slipshod, easy way of getting through life. There is nothing constructive or character building in guessing. Thus, the evils of this method, while covered up and unseen today, may come out in later life to play havoc with one's happiness and success.

This method is also bad for the teacher. Because this sort of teaching is pleasant, entertaining, and easy, the teacher, too, is tempted to become lazy or neglectful about making sufficient preparation. It is so easy to read statements and ask whether they are true or false, that he doesn't feel the need of studying the lesson thoroughly beforehand.

In the second place, really important truths cannot be brought out by simply answering "true" or "false." The "yes" and "no" answers have no place in good teach-

ing. Good teaching calls for discussion, explanation, interpretation, and there is none of this in the "True-False" method. Either the statement is right or wrong, and the answer or "guess" ends it all. Such a method does away with the necessity of thinking. Of course, the teacher may ask the student to give reasons for his answer, but I've never known one who did, and I have attended a good many of these recitations.

Third, it's a truth known to all psychologists that when a student associates the true and false together, and doesn't know which is correct, that he is more likely to get the wrong answer lodged in his mind than the right one.

For example, take this statement: "The book of Psalms is in the New Testament," — true or false? Now, suppose that a student, not knowing the answer, makes a guess and says "true." Of course, he will be corrected, but the chance is that he will forever after think of Psalms as being in the New Testament because of certain mental laws which we haven't the space to discuss.

This "True-False" method stems from an older method of teaching English grammar, which consists of writing the correct and the incorrect form of sentences on the board and having the student select the correct form. I said "an older method," and yet visiting a high school only recently I found the English teacher doing this very thing! I was simply shocked off my feet when I saw such teaching in a modern high school by a teacher who had her master of arts degree. There is no point in displaying the false or incorrect, since that is always more easily lodged in the mind than is the true or correct.

Teamwork Developed a School Library

Sister Josephine, G.N.S.H.*

After ten years of classroom libraries, all concerned were convinced that, good as these had become, they were neither as useful nor efficient as a centralized library would be. Several of the upper grades had quite sizable and well-selected collections of their own so these pupils already had library consciousness instilled deeply into their thinking, and this was acknowledged by the awarding of certificates from the public library. These were presented to the pupils meriting them for having read a specified number of books from the branch library during the summer, the presentation being made at a school assembly early in the fall term each year. Now the faculty and the pastor felt the necessity of changing from eight classroom book collections to a central library properly catalogued and staffed.

*Librarian, Christ the King School, Atlanta, Ga.

Parent Teacher Association Co-operation

Early in the fall of 1947, the principal explained to the P.T.A. that we could no longer afford to be without such a centralized grade school library; that the faculty was willing to do the technical work involved; and that our second floor corridor could be adapted to our needs. The preceding spring the P.T.A. had been asked to finance the physical expansion of the high school library. This had proved to be so successful that they gladly accepted as their project for the year this new venture.

Quickly the P.T.A.'s project was done. Now on the classroom side of the second floor corridor are units of standard shelving providing eight sections. Opposite these under the windows are two units of deep shelving, one for reference books and the other for children's picture books.

Two 60 by 36-inch cork bulletin boards



The "Stained Glass Windows" painted by seventh and eighth grade pupils of Christ the King School, Atlanta, Ga., for their school library.

were already in this hall. The P.T.A. financed the beautifying of the new library by having framed for hanging the Wilson's set of colorful prints of Shakespearean scenes. They also gave us a telephone stand for storing supplies, which also serves as a charging desk. This same organization bought the standard library typewriter and a legal size file for the picture collection, which are kept in the high school library but are shared by both schools. They not only bought catalog cards but also asked for volunteers among their members to type them from the process slips made out under the supervision of the librarian. Several of the mothers responded and in the interval from Christmas to the end of the school year they had nearly finished the typing of these cards. This was a tremendous task as we did close cataloging which, however, is proving by its extensive usefulness to have been a wise decision. In spite of the number of cards thus required, these devoted mothers promised to complete the remaining typing early enough in the new school year to be ready for the numerous process slips for the many new volumes our annual Book Week Program brings to our shelves.

"Stained Glass Windows"

The boys and girls of the seventh and eighth grades further beautified the grade school library with a very personal contribution. Under the direction of the art teacher, they designed windows depicting the history of libraries which they executed in tempera on the three sets of Gothic windows. The subjects painted in the three circular panes are the themes of the double casement windows under each. These are the torch of knowledge,

the tree of knowledge, and the road to learning, developed respectively by a primitive scene showing a cave-dweller artist at his work, a monk using the chained books in a medieval library, and a group of present-day children in a modern library.

Audio-Visual Aids Department

The audio-visual aids equipment which is used by both schools is housed in the high school library in the storage space provided by the P.T.A. This department began ten years ago with a gift from the P.T.A. of a movie machine and has grown so that it now includes this 16mm. sound projector; a combination opaque, slide, and film-strip projector; a dual-speed record and transcription player; slides; films; film strips; records; transcriptions; and the recent donation of the pastor—the wire recorder.

The high school library club has made its contribution to this department by literally slaving for several years to build up a good picture file. One legal size file, the gift of a friend, was soon overcrowded so the P.T.A. donated the second one. Some fine and gift money augmented by real labor provided these files with more than 10,000 pictures. The Compton's "Reference Picture Library" and two series of "Informative Classroom Pictures" are the commercial nucleus of this collection. We have clipped from every available pictured magazine, calendar, and advertisement which have yielded material invaluable for every class from the first through the twelfth for bulletin board displays, projection in the opaque projector, subjects for oral topics and compositions, art class models, and ideas for illustrations in the school paper. All

pictures are mounted on 9 by 12-inch or 10 by 14-inch manila tag; whole sections of the *Geographic* are stapled into double-stitched gummed tape, covered with tag and bound with gummed book cloth. This work has had the long continued help and encouragement of a devoted grandmother of a pupil.

Use of Centralized Collection

There is no full-time librarian but as the teachers have had some training in library methods, the classes use their new library in a satisfactory way. This is accomplished by giving the library council of the seventh and eighth grades the responsibility for discharging the books that have been returned, slipping them, filing the book cards, and making out the circulation sheet as their daily routine. Every class has a definite time each week to return books and select new ones. This is accomplished in small supervised groups by having the girls' library period during a part of the boys' gymnasium period, and vice versa. Extra periods for library work creep into the schedule of each class from time to time when the use of reference tools, the catalog, and indexes are taught as the curricula require. Also, pupils in small groups are permitted to do "research" work for practically all subjects.

The result of all of this is an enthusiastic group of grade school readers using well a now adequate and growing library which they feel is their very own. This pride stems from the knowledge that the collection of 1300 volumes has been made possible through their own efforts and donations in years past to their separate classes and this year through the Book Week Program in which every child in the entire school participated.

Nature and Science 1947-48

Carroll Lane Fenton, Ph.D.*

NATURE and science have suffered more than other fields from today's inflated costs of publication. Not only do such books require abundant and clearly printed illustrations, they sell in relatively small numbers. No science textbook enjoys the potential market awaiting an arithmetic or reader; no trade book on earth science, botany, or mankind can rival the sales of *Mother Goose* or *Bambi*. As a result, publishers have had to reduce the size of many books, skimp on others, and avoid publication of titles that hold no promise of paying their way.

Under these conditions, both school librarians and parents may be grateful for the Basic Science Education Series, published by Row, Peterson and Co. Here are sturdy paper-bound books of 36 pages at 36 or 48 cents list, 27 or 36 cents net. Content is admirable; most of the abundant illustrations are colored and all but a few are good. New titles of 1947-48 include four books on the seasons for Grade 1 by Bertha M. Parker (*Spring Is Here; Summer; Fall; Winter*). There also are three for the junior high school: *Matter and Molecules* and *The Science of Building*, by Miss Parker, and *How We Are Built*, by Miss Parker and M. E. Downing. There are new editions of *Animals and Their Young*, *Animals That Live Together*, and *Birds in the Big Woods*, all by Glenn Blough, and of Miss Parker's *Adaptation to Environment*. Reprintings include her *Dependent Plants*, an excellent book for fifth- to ninth-grade science or tenth-grade biology. Like all titles in this series, its brevity and flexibility fit for use in the science programs of parochial schools.

The physical sciences are represented by three outstanding juveniles. One is the *Young People's Book of Atomic Energy*, by R. D. Potter (Dodd, Mead, \$2.50), a revised edition that is notable for its simple, understandable treatment of a far from simple subject. James Geralt's *Story of Sound* (Harcourt, \$2) is just what its title indicates, and the fact that its author is an instructor in physics at Harvard should lead no one to fear that it is either difficult or dull. Jerome Meyer's *Picture Book of the Weather* (Lothrop, \$2) explains the weather to children of eight to about eleven years. Necessarily, it avoids detail, yet it presents significant information which children frequently demand.

The *Weekly Reader Parade* (Simon and Schuster, \$1.50) is an innovation among the so-called Big Golden Books. Written by five editors of *My Weekly Reader*, it ranges through aviation, geography, invention, physical science, natural history, and the lore of holidays. Some sections are superior and many are good, as are a majority of the illustrations.

The book may be recommended to parents who want a wide range of values at a modest price.

Herbert Zim's *Plants* (Harcourt, \$2.50) is the comprehensive botany for children that has been needed for years. Its 398 pages treat every major area of plant science, from classification to paleobotany, plant geography, and propagation. There is a list of "plant localities worth visiting" to guide the traveler, and a 12-page index. This is a book for parents and teachers as well as for junior and senior high school students.

Animal Hide and Seek, by Dahlov Ipcar (Scott, \$1) presents the subject of concealing coloration. Excellent in conception, its value is reduced by the stylized illustrations, with their limited range of colors. This is even more true of *Anywhere in the World*, by Irma Webber (Scott, \$1), a simple survey of plant and animal geography. The pictures suggest those an eight-year-old might draw, and therefore are extreme simplifications of both habitats and associations. This doubtless is intentional, but why did the author-artist put a South American monkey in a rain forest inhabited by a rhinoceros, elephant, and leopard, all Old World animals?

Wings in the Woods, by Robert McClung (Morrow, \$2.50) is the story of a boy's nature adventures on a farm. It contains much sound information, has narrative interest, and should inspire children 9 to 12 to make careful observations. Observation, of course, is the basis of scientific work, and its encouragement is more important than the tedious preaching about "the method of science" that clutters many textbooks.

Wild Folk at the Pond, by C. L. Fenton (John Day, \$2), is a book of nature narratives which may be read to preprimary children and by youngsters as much as 12 years old. Besides telling the life habits of individual species, the stories present the interrelationships of living things in a familiar habitat, the pond.

The Insect World, by Hilda Harpster (Viking, \$3), is a general work on the biology of the world's most abundant class of animals. Chapters deal with such subjects as growth, breathing, armor and concealment, and feeding habits. The author is an entomologist of repute who writes clearly for high school or adult readers, but her book suffers from inadequate illustrations.

The *Boy's Book of Snakes*, by Percy Morris (Ronald, \$3), a new volume in the Hu-

manizing Science Series, has many photographs and is printed on plate paper. Binding also is superior. Mr. Morris writes simply and very informally, telling what youngsters and most adults want to know about serpents. Species are grouped by habitat, a welcome novelty.

Rufus Redtail, by Helen Garrett (Viking, \$2.50), is the life story of a familiar hawk, and is rich in information. Unfortunately, its animal characters think and talk like human beings. Illustrations by F. L. Jaques are the most beautiful of that excellent artist's work.

Starlings (Harcourt, \$2) is another of Wilfrid Bronson's humorous and informative books, simple enough to be read by fifth graders, yet so full of good biology that high school students will learn much from it. It may not make one like starlings, but it does explain their ways and their abundance.

Animal Sounds and *Animal Homes*, by George Mason (Morrow, \$2 each), are the work of a naturalist and artist whose companion book on tracks is well known. Age range is from junior high school upward.

Munya the Lion, by Dorothy Martin (Oxford, \$2), tells the life story of a lion from birth to adult independence. Its appeal is to children under 12, who also will enjoy *Barnyard Family*, by Dorothy Hogner (Oxford, \$2.75). Describing the young of many domestic animals, with information on their growth, food, and care, it is an excellent book for schools that use domestic animals to present essentials of biology in primary and intermediate grades.

In *Indians on Horseback*, by Alice Marriott (Crowell, \$2.50), an ethnologist tells how people who once owned only dogs became the mounted Plains Indians of American history. Chapters on government, medicine, cooking, and crafts are admirable antidotes to blood-and-thunder Indian lore. A book for history as well as science shelves.

Edward Sanderson has revised *Famous Men of Science*, by Sarah Bolton (Crowell, \$2.50). Space for Walter Reed, the Comptons, Fleming, Einstein, and Urey is gained by dropping biographies of Davy, Humboldt, Audubon, Huxley, and of Lyell, most important of all geologists. In some measure, then, the new edition is inferior to its predecessors.

Much better is Irmengarde Eberle's *Modern Medical Discoveries* (Crowell, \$2.50). Dealing with penicillin, the sulfas, streptomycin, plasma, and so on, it is an excellent book for recommended reading in tenth-grade biology. Students — especially girls — at this level also will enjoy Sally Knapp's *Women Doctors Today* (Crowell, \$2.50), for her subjects are practicing physicians whom students may hope to emulate. At the least, they will gain an appreciation of woman's place in modern medicine.



— G. C. Harmon

*404 Livingston Ave., New Brunswick, N. J.

Recent Books for the Classroom and Library

THE PURPOSE OF THE LIST

This February issue of THE CATHOLIC SCHOOL JOURNAL is the annual Schoolbook and Library number. The February issue is chosen for this purpose, because, now, at the beginning of the second semester of the school year, teachers should be compiling a list of the textbooks, reference books, and library books they will need in September. Timely planning is important. The tools you will need next semester will not be ready for the job unless you prepare them.

CATHOLIC PRESS MONTH

A Schoolbook and Library issue is also an appropriate contribution to Catholic Press Month. During this month, the pupils in your school will be helping the teachers to choose

and to obtain suitable new books for the library, and parents will be interested in expanding their supply of worth-while books.

SIGNIFICANCE OF THE LIST

Last month, THE CATHOLIC SCHOOL JOURNAL invited publishers to submit a list of the books they have issued during the past year which they consider suitable for use in Catholic elementary and high schools. The following list is based on the replies received from the publishers. It is largely a publishers' list. While the editors have used judgment in their selection, obviously, they have not been able to examine most of the books—that is a job for the reviewer and, ultimately, for the teacher or the librarian. If you judge, from the title and description, that a book is well suited to your needs, order a copy for examination.

GRADES I TO VIII

ARITHMETIC

Arithmetic Work Books

By Patton & Young. 6 books, grades 3-8, 52 cents each. Iroquois.

These are carefully planned lessons with explanations of principles and processes, checkup tests, devices for motivation and interest, meaningful problems.

Numbers for Beginners

By Sanders & others. Part I, 40 cents; Part II, 48 cents. Laidlaw.

Meaningful number activities for use in grades 1 and 2.

Learning Arithmetic

By Lennes & others. \$1.20-\$1.40. Laidlaw.

Six books for grades 3-8. Unit organization, simplified vocabulary, sensible topic placement, a wealth of exercises and problems.

Essential Drill and Practice in

Arithmetic

By Lennes & Traver. 48-52 cents. Laidlaw.

Six workbooks for grades 3-8 with standardized tests.

Arithmetic Readiness

By Lennes & others. 32 and 40 cents. Laidlaw.

Part I and Part II. They are intended as an introduction to number work.

Lennes Essentials of Arithmetic

By Lennes & Traver. 56-60 cents. Laidlaw.

Six pupil activity textbooks. No other textbook or workbook needed.

Number Readiness Chart

By Riess & Hartung. \$6.60. Scott.

There are 14 large colored chart pages, one sheet of cutouts, and a teacher's manual entitled *Developing Number Readiness*. For grade 1.

Numbers We See

By Riess & Hartung. \$1.28. Scott.

A number readiness primer. 67 picture pages in color to teach counting, develop readiness for basic facts, measurement, money, number system, etc. Also a teacher's edition.

New Continental Practice

Exercises in Arithmetic

By Schlegel & others. 21 cents each. Continental.

This new series was completed in 1948 with the publication of books for grades 1-3. There is a book for each grade 1-8. A teacher's manual (free with order for 20 books) gives solution to all problems.

Making Sure of Arithmetic

By Robt. L. Morton and Merle Gray. Silver, 1948.

Volumes of this new series of arithmetics for grades 1-8 were reviewed in at least 2 issues of THE CATHOLIC SCHOOL JOURNAL. The latest book of the series (for grades 1 and 2) was issued late in 1948.

Number Readiness

Count Five (kindergarten), 60 cents; *Stories the Numbers Tell* (1), 52 cents; *Number Magic* (2), 52 cents. Pub. in 1948 by Webster.

Adventures With Numbers

A series of arithmetics for grades 3-8. \$1.64 each. Pub. in 1948 by Webster.

Busy Beavers (3); *Range Riders* (4); *Straight Shooters* (5); *Airplane Aces* (6); *Homerun Hitters* (7); *Cage Champions* (8).

Learning to Compute

By Raleigh Schorling & others. 2 books, each 48 cents. World.

Practice in fundamentals of arithmetic.

Arithmetic for Young America

(Rev. ed.)

By John R. Clark and others. Grades 3-8, each \$1.52; Teacher's manuals, each 24 cents. World.

Workbooks in Arithmetic

By Clark and others. Grades 3-5, each 52 cents; grades 6-8, each 56 cents. World.

ENGLISH

Beacon Lights of Literature

By Shattuck & Chamberlain. \$1.56-\$2.20. Iroquois.

An outstanding series of 5 books—

anthologies and explanations of selections in prose and poetry for grades 4 to 8 inclusive. They are continued in 4 books for the high school. Based on the recommendations of *An Experience Curriculum in English* issued by the National Council of Teachers of English. Teachers' Guide in each volume.

Voyages in English

By Paul E. Campbell & Sr. M. Donatus, C.I.M. Six books, grades 3-8, \$1.16 to \$1.28 each. Loyola.

The books combine a thorough presentation of grammar with creative activities. Activities include dramatizations, choral speaking, letter writing, telephoning, clubs, debates, radio, use of books and libraries, etc. Opportunities are used to make the pupil's religion appear vital and lovable.

Exercises in English

These are workbooks to accompany *Voyages in English*. The exercises are keyed to the rules in the textbook. Books for seventh and eighth grade issued in 1948. Others in preparation.

English Every Day You and Your English

By Johnson, McGregor & Gunn. Ginn.

These are new editions in the *Daily Life English: Junior Series*. \$1.92 and \$1.96.

Learning Essential English

By Ferris & others. \$1.44-\$1.72. Laidlaw.

Six books for grades 3-8. Essentials of spoken and written English.

Language Readiness

By Ferris & Keener. 44 cents. Laidlaw.

Grade 2 preparatory material.

Essentials of Everyday English

By Ferris & Keener. 60 cents each. Laidlaw.

Six pupil activity textbooks providing a complete course.

Sound Games

By Alice L. Wood. \$1.50. Dutton, 1948.

Subtitled "Speech Correction for the Very Young," it offers a new

technique for correcting children's speech through play-story-games. Without speech pathology jargon or phonetic symbols, it can be used by any parent or teacher.

Thorndike-Century Beginning Dictionary

This book, published by Scott, is described as "the only dictionary ever made to teach children how to use a dictionary." It is for grades 4 or 5. *Junior Dictionary* is for grades 5-8; and *Senior Dictionary* is for grades 7-12.

The McKee Language Series (Catholic School Edition)

Adapted by Sister M. Margaret, C.S.J., Sister M. Josetta, C.S.J., Sister M. Virginia, C.S.J., Six books for grades 3-8. Published in 1947 and 1948 by Houghton.

A complete language program including in addition to the textbooks, workbooks, teacher's guides and keys, tests, and service material.

Examples of Catholic topics included are: feasts and devotions in honor of our Blessed Mother, religion in the home, Catholic action, liturgical feasts, missions, shrines, the sacraments, saints and angels, Christmas observances, religious poetry, etc.

The general objectives of the series are: to teach pupils to speak and write with meaning; to apply language skill to everyday life; to use experience as a basis for oral and written composition.

Language for Daily Use

By Dawson and Miller. 4 books, \$1.44-\$1.64. World.

A series for grades 3-6, smoothly workable in any type of classroom. Teacher's manuals available.

New Continental Practice Exercises in English

By Eichler and others. Grades 1-6, each 18 cents; Grades 7 and 8, each 21 cents. Continental.

A book for each grade comprising a complete, planned course in grammar and composition. Teachers' manual with exercises worked out free with 20 or more classbooks.

MISCELLANEOUS

Topix

Published semimonthly by Catechetical.

Colored picture stories, historical and religious, offered as attractive substitutes for comic magazines.

Young American Readers

Young America Junior Reader (grades 2-3); *Young America Reader* (grades 4-5).

Weekly paper. Either edition 35 cents per pupil for one semester (16 issues). *Young America*. A teacher's edition comes with a classroom order.

The Messengers

The Young Catholic Messenger (grades 6-9), a weekly newspaper. *The Junior Catholic Messenger* (grades 3-6). *Our Little Messenger* (grades 2-3). A *Confraternity Edition* of each Messenger is available for religious instruction of Catholic children not attending Catholic schools. Pub. by Pflaum.

Monthly Activity Units

Set of 10, \$1. Continental. For 1st and 2nd grades. Large line drawings suitable for coloring with simple text.

New Art Education Series

By Elise E. Ruffini and Harriet E. Knapp. Pub. by Prang.

These 9 textbooks (grades 1-9) with teacher's references constitute a comprehensive basic course in art.

Newsweek

A popular weekly news magazine, \$4.50 per year, for school use. About 25 feature sections of news, forecasts, and opinions. Teachers may obtain free a number of educational services. They may obtain a sample kit from the Educational Bureau of Newsweek.

MUSIC

Sing and Learn

Books I & II, each 60 cents. Handy-Folio, 1948.

Book I, unison and 2-part, is simple enough for 4th grade and basic enough for high school. Book II, 3 part, simple graded songs, sight singing exercises, elementary theory and harmony.

Note Reading Is Fun

By Carl W. Vandre. 60 cents. Handy-Folio, 1949.

A new songbook with a plan that makes note reading attractive to primary children.

It's Fun to Sing!

By Edna M. Ruff & Herman F. Smith. 50 cents. Hall.

This new songbook contains 4 "pattern songs" to be learned by rote and 88 sight songs of the child world. Miss Ruff, a supervising teacher of music, developed the book to make children love to sing.

PENMANSHIP

Correlated Handwriting Series

A new series copyrighted in 1948

and coming on the market in 1949. Zaner.

For pupils: *Here We Start* (1); *On We Move* (2); *We Write Now* (3); *We Grow UP* (4); *Working Together* (5); *We Make Plans* (6); *Finding New Ways* (7); *Looking Ahead* (8).

For teachers: *Primary Grades* (1-3) (Manuscript and Cursive); *Elementary* (4-8) (Cursive).

Manuscript writing is taught in grades 1 and 2; cursive script in grades 3-8.

Interesting and useful practice material is employed. By way of motivation, the course is planned to stimulate the desire for good handwriting. Reproductions of photographs of children's writing are given as standards for each grade.

Palmer Method Handwriting Textbooks

Four-Book Series: Primary, 20 cents; 3 and 4, 20 cents; 5 and 6, 20 cents; business, 30 cents. Palmer.

The standard Palmer Method course for elementary schools.

Eight-Book Series: Each book 15 cents.

Business Writing (Advanced) for grades 7-12, 30 cents.

Manuscript Writing: Four books, each 15 cents; Teacher's Guide 35 cents.

Model Handwriting

By Marion H. Bronson. 9 books, each 15 cents; *Teacher's Manual* free with class orders. Palmer.

READING

Ginn Basic Readers

By Russell & others. Ginn.

This new series includes reading-readiness books, preprimers, primers, and grades 1-4, inclusive. There are teachers' manuals and teachers' editions of the books, also storybooks, charts, etc.

Faith and Freedom Readers

This important series is published for The Catholic University of America by Ginn & Co. 1948 additions include: *This Is Our Parish* (advanced second reader), and workbook for same; workbook for *This Is Our Heritage* (book six). Teachers' aids include: *Teaching Advanced Second-Grade Reading* and *Teaching Seventh-Grade Reading*. A new addition to the Faith and Freedom Literary Readers is *A Book of Fortitude* (grade 7).

Read and Comprehend

By Knight & Traxler. \$2.20. Heath. A revised edition.

School and Play

By Seward E. Daw & Willa J. MacDonald. \$1.20. Beckley.

A new primer of stories of home, school, and environment, with colored illustrations.

Making Friends

By Daw, McKee & Aldredge. \$1.32. Beckley, 1948.

A second reader, stressing the interdependence of people in the community. Colored illustrations.

Busy Days

By Seward E. Daw & Willa J. MacDonald. 85 cents. Beckley, 1948.

A new preprimer written in 44 selected words. The stories center around the home and school. Illustrations in color interpret the text.

Reading for Independence

By Artley, Gray & Gray.

Book I (*We Three*); Book II (*What Next?*); Book III (*Tall Tales*). Scott, 1948.

"Success in attacking new words independently in actual reading situations is the goal of this series."

Basic Reading Tests

By Monroe & Gray. Eight tests for grades 1-3. Pkg. of 25 copies of one test, \$2. A sample set of the 8 tests, \$1. Scott, 1948.

These tests are for use with the *Cathedral Basic Readers*, grades 1-3 to show: "How well are my pupils mastering the early stages of reading?"

Paths and Pathfinders

Wonders and Workers

Books 7 & 8 of the *Cathedral Basic Reading* series, Scott, 1948.

Units in Book 7 are: Young Americans Today, Pathfinders of America, Wonder Workers, Tales of Fun and Fancy, Neighbors Around the World, Nature Adventures, Heroes of Service, Famous Book Friends.

Units of Book 8 are: Living in America Today, Building of America, Wonder Workers, Good Stories of Imagination, Living in Other Lands, The Outdoor World, In the Service of Mankind, Familiar Favorites by Master Writers.

The Prose and Poetry Series

Books for grades 3-8 to precede the high school series. Recent publications by Singer.

The Emerald Book (gr. 3); *The*

Sunshine Book (gr. 4); *The Blue Sky Book* (gr. 5); *The Firelight Book* (gr. 6); *Prose and Poetry Journeys* (gr. 7); *Prose and Poetry Adventures* (gr. 8).

Building Word Power (rev. ed.) Ready to Read

By Durrell and Sullivan. \$1.48 and 40 cents. World.

A teacher's book and a pupil's workbook presenting graded exercises to overcome failure in beginning reading.

Steps to Reading

By Durrell and others. *We Meet New Friends*, 52 cents; *Friends of Ours*, 48 cents. World.

Booklets on two levels of reading readiness. Teacher's editions with page annotations at the same price.

RELIGION

The Message of Fatima

By Maryknoll Sisters. Maryknoll, 1948.

A unit of work for the intermediate grades.

The Maryknoll Bookshelf publishes many booklets extremely valuable to teachers in religion, geography, and social studies.

Workbooks in Religion

By Catechists of the Mission Helpers of the Sacred Heart and the Maryknoll Sisters. 15 cents each. Pflaum.

These workbooks contain lessons in religion with explanations, blank-filling questions, and pictures to be colored, some of them to be cut out and pasted into their proper places.

The books in order from grades 1 to 8 are: *God's Gifts*, *God and Everybody*, *Because He Loves Me*, *The Apostles' Creed*, *Ten Happy Laws*, *The Sacraments*, *God's Children Everywhere*, *God's Other Children*.



Catholic Book Week, 1947, at Manhattan College, New York City. The students made a large three-dimension copy of the figure of Our Lord and worked it into a setting of the 1947 theme.

Mission Study Leaflets

A set of four 4-page leaflets on Missionary opportunities in the U. S. For individual use by students in the classroom. Illus., 2 cents each. Crusade.

The Negro American (4th ed.)

By Rev. John T. Gillard, S.S.J. 75 cents. Crusade.

A history of the Negro from African origins to the present in U. S. with special attention to Catholic interracial work.

SCIENCE**Science and You
Living With Science**

By Fowler, Collister & Thurston. \$2.12 and \$2.56. Iroquois.

New textbooks in general science for grades 7 and 8.

Cathedral Basic Science

By Beauchamp, Crampton & Gray. Rev. Francis P. Cavanaugh, C.S.C., consulting editor. Scott.

Six books for grades 1-6. "Real science in accord with Catholic doctrine."

Health and Personal Development

By Barrich, Montgomery & Baner. Pub. by Scott.

Happy Days With Our Friends (primer); *Good Times With Our Friends* (1); *Three Friends* (2); *Five in the Family* (3); *The Girl Next Door* (4); *You* (5); *You and Others* (6); Primer, 4, 5, and 6 are 1948 publications.

The How and Why Series

Publication of these 10 books in basic science for the elementary school was completed by the Singer Co. in 1947. Titles are: *We See* (primer), *Sunshine and Rain* (primer), *Through the Year* (gr. 1), *Winter Comes and Goes* (gr. 2), *The Seasons Pass* (gr. 3), *The How and Why Club* (gr. 4), *How and Why Experiments* (gr. 5), *How and Why Discoveries* (gr. 6), *How and Why Explorations* (gr. 7), *How and Why Conclusions* (gr. 8).

The Rainbow Science Readers

By Carpenter and others. Allyn. Six books for grades 1 to 6, with accompanying workbooks and teacher's manuals.

SOCIAL STUDIES**My America**

A 7th- and 8th-grade history, published in 1948 by Webster.

Postwar Geographies (1948)

By Stull and Hatch. Allyn. They begin with global and polar maps, feature aviation, and treat all peoples with sympathy. Workbooks and teacher's manuals available.

Our Economic World

By Atwood, & Pitt. \$3.20. Ginn. Atwood & Thomas Geographies. 1948 additions to this series, published by Ginn, are *Teachers' Book: A Manual for Nations Overseas; Workbook for the United States in the Western World; Teachers' Book: A Manual and Key for the United States in the Western World.*

Jansen and Allen Geographies

This new series by Ginn & Co. includes: *How People Live*, \$1.80;

Our Own Lands, \$2.40; *Our Neighbors in America and Europe*, \$2.48; *Distant Lands*, \$2.48; *The United States and Its Trade Relations*, \$2.48.

Global Geography

By Hanna & Williams. Workbook and materials, \$2.40. Scott.

A workbook and text on global geography for grades 7-12. With the accompanying die-cut supplementary material the student learns to make maps and to understand the earth.

Geography Foundation Series

By Poole, Barton & Baker. 3 books. Bobbs, 1947.

Three books scientifically planned for primary grades. To develop geography readiness. Titles: *Through the Day*, \$1.28; *From Season to Season*, \$1.44; *In Country and City*, \$1.96.

The Story of America's Progress

By Wade, Grady & Keltz. Ginn.

The Founding of Our City and Adventures in History, \$1.52; *New Homes in a New World and a New Nation Arises*, \$1.84; *The Growth of a New Nation and Our Nation a Power in the World*, \$2.12.

The Constitution of the U. S.

By Richard Wasson. 80 cents. Bobbs.

Presents the historical background, content, interpretation, and character sketches of the men who made the Constitution.

Our Career as Citizens (Rev. ed.)

By W. M. Richards. \$1.76. Beckley, 1948.

A textbook in citizenship, explains government of home, community,

state, and nation. Author is superintendent of schools of Emporia, Kans. Grades 7-9.

New Centerville

By Hanna, Hoyt & Gray. Pub. by Scott, 1948.

A social studies book for grade 3. In story and pictures it shows the child how one person or family depends on another. The farmer sells milk to the cheese factory; the factory sells cheese to the wholesaler, who sells it to the local merchant, who sells it to the farmer—a merry-go-round.

Some Day Soon

By Hanna, Anderson & Gray. Pub. by Scott, 1948.

A social science book for grades 2 or 3. During vacation the children visit community enterprises, notably the fire station.

SPELLING**The Capitol Speller**

By Thomas G. Foran, Ph.D., & Sr. M. Irmina, O.S.B., Ph.D. Textbook edition, 85 cents; Workbook edition, 44 cents. Cath. Ed.

This is the revised 1948 edition. The words are graded according to a consensus of investigations and checked by the Gates' list. Illustrations help to clarify meaning of words.

Catholic School Speller

Prepared under direction of Rt. Rev. John R. Hagan. 40 cents each. Laidlaw.

New work-type speller including many Catholic words. Seven books for grades 2-8.

ELEMENTARY LIBRARY**Loretto, the Monument of
Nerinx**

By Sister M. Lilliana Owens, S.L. Catechetical.

A representation in the popular comic-book style of phases of the work of the Sisters of Loretto at the Foot of the Cross on the U. S. frontier and in the Orient. The Loretto Sisters belong to the first community of religious women founded in the U. S. without European affiliation. The foundation was made, in 1812, by Rev. Charles Nerinx, a Belgian missionary, and Mother Mary Rhoder, a Maryland woman.

The Story of Sound

By James Gernalton. \$2. Harcourt. In simple language for grades 4-6.

Let's Look Inside Your House

By Herman & Nina Schneider. \$1.50. Young, 1948.

A picture-science book. Explains the mysteries of water, heat, and electricity.

**Good Work: What Will You Be
When You Grow Up?**

By John G. McCullough. \$1.50. Young, 1948.

Describes various kinds of work for the interest and information of children.

Just For Juniors

By Rev. Gerald T. Brennan. \$2. Bruce, 1948.

The Fourth addition to the *Angel Food Series* of story sermons for children.

The Secret of Springhill

By Mary Lamers. \$2.50. Bruce, 1948.

More about the Murray family of *Cottage on the Curve*, for children 10-14.

The Royal Road

By Charlie May Simon. \$2.50. Dutton, 1948.

The story of a boy who came to California with a Spanish expedition in 1769. Ages 11-15.

Down in Dixie

Selected by Wilhelmina Harper. \$2.75. Dutton, 1948.

A book of the *Our States in Story* series. Stories by various authors depicting life in 8 southern states. Ages 8-11.

Sea Hawks of Empire

By Ralph E. Bailey. \$2.50. Dutton, 1948.

Search for the Northwest Passage; destruction of the Spanish Armada; English, Dutch, Spanish, and Portuguese struggle for the India trade, etc. Ages 11-15.

What Every Young Rabbit Should Know

By Carol Denison. \$2.75. Dodd, 1948.

The young rabbit learns all about tracks. Many pictures for the readers. For young children.

A Circus of Our Own

By Irmengarde Eberle. \$2.50. Dodd, 1948.

How a family collected animals for a circus. Ages 8-11.

George and His Horse, Bill

By Reese F. Alsop. \$2.50. Dodd. The story of a small boy and his horse. Ages 8-12.

The Seventh Staghound

By Fairfax Downey. \$2.50. Dodd, 1948.

The story of one of the dogs that accompanied General Custer.

Children of the Colonies

By Mildred H. Comfort. \$1.30. Beckley, 1948.

An accurate and realistic story of life on a Virginia plantation in the early 1700's. Grades 3-6.

Flatboats and Wagon Wheels

By Mildred H. Comfort. \$1.30. Beckley, 1948.

Pioneer life and travel westward into Ohio. By wagon from Philadelphia to Pittsburgh and by flatboat down the Ohio River to Cincinnati.

Apron Strings and Rowdy

By Jessie F. McKee & Edna M. Aldredge. \$1.25. Beckley, 1948.

The story of bear cubs and how their mother taught them. Grades 2-3.

**Stories of Early Times in the
Great West**

By Florence Bass. \$1.24. Bobbs.

The stories illustrate pioneer history. The book is intended as a supplementary text in history or a content reader for intermediate grades.

Pathways of Our Presidents

By Floyd I. McMurray. \$1.28. Bobbs.

The author is a former state superintendent of schools in Indiana. His hobby is collecting interesting data on our presidents. Grades 5-8.

Our America

By Irving R. Melbo. (Rev. ed) \$1.20. Bobbs, 1948.

A chronological picture of U. S. history together with the men who made it. Begins with Leif Ericson and Columbus and comes down to modern times.

Our Country's National Parks

By Irving R. Melbo. 2 vols., each, \$1.52. Bobbs.

**Richard Halliburton's Books of
Marvels (School Editions)**

By R. Halliburton. 2 vols., each, \$1.44. Bobbs.

Adventures, social studies, travel, geography, etc.

About Los Angeles

By Alderman & Wilson. \$2.20. Heath, 1948.

A supplementary reading book.

Willow Brook Farm

By Christ. \$1.80. Heath, 1948. A supplementary reading book.

Dumbo of the Circus

By Baruch. Walt Disney's cartoons. \$1.12. Heath, 1948.

Stories About St. Francis

By Eusebius Arundel, O.F.M. 75 cents. St. Anthony, 1948.

This is Book Two of the series, illustrated for young children by Robb Beebe.

The House on the River

By Charlotte Baker. \$2.50. Coward.

A boy who lived on a houseboat on the Willamette River learns where

all the floating things go. Ages 8-12.

Wild Folk at the Pond

By Carroll Lane Fenton. \$2. Coward.

In *Weejack and His Neighbors*, Dr. Fenton introduced children to animals in fields and woodland. Here he does the same for crayfish, turtles, kingfishers, raccoons, etc., who live in or near the pond.

The Three-Two Pitch

By Wilfred McCormick. \$2. Putnam.

An exciting baseball story.

GRADES IX TO XII

COMMERCIAL

Business English in Action

By Tressler & Lipman. \$2.80. Heath.

Business Mathematics, Exercises, Problems & Tests (Advanced Course)

By R. Robt. Rosenberg. 96 cents. Gregg.

A text-workbook for use with any textbook using a topical arrangement.

Business Mathematics, Exercises, Problems, Tests (College Course)

By R. Robt. Rosenberg. \$1.96. Gregg.

A text-workbook for use with or without a basic textbook. 110 units in 18 topics.

Transcription Aids

By Fidell & McConnell. 92 cents. Gregg.

Contains 76 ten-minute lessons for beginning periods of a one-semester course. Reviews typewriting, shorthand, punctuation, and spelling.

Tagirapiyang Gregg

\$1.75. Gregg.

An adaptation of the *Gregg Short-hand Manual* to Tagalog for use in the Philippine Islands.

Typing Letters for Greater Skill

By Chas. E. Baten. \$1.50. Gregg. 84 business letters in 5 cycles to develop skill. An exercise book for any term after the first and a reference-style book for advanced typists and stenographers.

Our Business Life (4th ed.)

By Lloyd L. Jones. \$2. Gregg. A textbook in general business training for grades 8, 9, and 10. Workbooks and teachers' keys available.

English of Business (2nd ed.)

By Hagar, Stewart & Hutchinson. \$1.60. Gregg.

"Great grandson of the first business English textbook published in America." One-term course for upper high school or college.

Etiquette in Business

By Marie L. Carney. \$3.25. McGraw, 1948.

A guide for the beginner and a reference for the more experienced.

Fundamentals of Selling

By Walters & Wingate. \$2.08. South-Western, 5th ed., 1948.

A complete revision of the 4th edition. A basic textbook emphasizing retail selling. A workbook available.

Typewriting Techniques and Short Cuts

By MacClain & Dame. 84 cents. South-Western, 1948.

Special drills. Valuable to office workers as well as students.

Applied Business Arithmetic

By Curry & Piper. \$1.84. South-Western, 5th ed., 1948.

Includes such new features as cumulative reviews. There is a complete volume for a full year and an abridged course for a half year. Workbooks and tests available for both books.

20th Century Bookkeeping and Accounting

By Carlson, Prickett & Forkner. \$2. South-Western, 19 ed., 1948.

For second year. Optional workbooks, practice sets, and tests available.

ENGLISH

Better Reading and Study Habits

By Kelley & Greene. 52 cents. World.

A student's booklet of guidance for remedial reading.

Prose and Poetry—St. Thomas More Ed.

Prose and Poetry for Enjoyment (Gr. 9); *Prose and Poetry for Appreciation* (Gr. 10); *Prose and Poetry of America* (Gr. 11); *Prose and Poetry of England* (Gr. 12). Singer, 1948 editions.

A completely rebuilt edition, Catholic in spirit and content. Every type of literature with novels bound separately. Keyed to diocesan courses of study. Workbooks and teacher's manuals for each textbook.

Their Country's Pride

Compiled by Sister M. Pascal Campion, O.S.F. & Sister M. Bede Donelan, O.S.F. \$3.75. Bruce, 1949.

An anthology of rural life literature. This is a brand new idea—a compilation from classical and modern writers of literature with a rural setting. Compiled at the suggestion of Rt. Rev. Msgr. Luigi G.



Catholic Press Month Exhibit, 1948, at St. Frances Academy, Owensboro, Ky.

Ligutti, executive secretary of the National Catholic Rural Life Conference, this will be a popular book for school and home reading.

Essentials of English

By Rev. Vincent M. Eaton, S.S. \$1.20. Prentice.

A new text workbook in 9th-grade English by a teacher in the preparatory school at St. Charles College, Baltimore, Md. It also is recommended as a supplementary book, in conjunction with a 4-year course, to emphasize correct grammar, spelling, and vocabulary. A thorough coverage of elementary English.

Beacon Lights of Literature

By R. W. Chamberlain. Four books, \$2.56 each. Iroquois.

Four books for grades 9-12 include selections from literature and complete background material. Book 12 contains a complete, though brief, history of English and American literature. Selections are based on *An Experience Curriculum in English* by the Committee of the National Council of the Teachers of English.

Journalism and the School Paper

By Reddick. \$2.40. Heath. The third edition.

Essentials of Communication

By Brewton & others. 80 cents each. Laidlaw.

Four books, in consumable form, giving a complete course in the mechanics of high school English.

Basic Reading Skills for High School Use

By Gray, Horsman & Monroe. Pub. by Scott.

A thorough program for developing comprehension of words and phrases, teaching the necessity for correct pronunciation, etc. This course should reduce sharply the percentage of high school failures because of inability to read.

Literature and Life

By Miles, Pooley, Keck & Stratton. 4 vols. Scott.

A comprehensive anthology for

high school in 4 vols. Selections for reading, sketches of authors, background, planned discussions. A Student's Guide (workbook) is available for each volume; also a Teacher's Manual (*Teaching Literature*).

HISTORY

A General History of the Christian Era

By Nicholas A. Weber, S.M., S.T.D. Vol. I (A.D. 1-1517), \$2.75; Vol. II (1517-1947), \$4. Cath. Ed.

Vol. II of this popular history, revised with the aid of John L. White, S.M., was published in 1948. It is up to date including World War II, with many new illustrations and the kind of modern maps used by the State Department and the U. S. Air Corps.

Our Own United States

By John Van Duyn Southworth. \$3.60. Iroquois.

For senior high school. It ties all our history with the present. Well illustrated. Excellent maps. Many teaching aids provide for continuous review.

World History

By Smith, Muzzly & Lloyd. Ginn. Vols. I & II, \$2.20 each. Workbook, \$1.12. Teachers' Manual for text and workbook and key for workbook, \$1.

Hammond's American History

Atlas. Bristol cover, 36 pp., quarto. 50 cents. Hammond, 1948.

An individual desk atlas for students of any age. Generally any interested student or reader of history wants more maps than he finds in his textbook. This book will be a helpful tool.

History of the United States

By Dumond, Dale & Wesley. \$3.20. Heath, 1948.

America in the World

By Lansing, Chase & Nevins. \$2.96. Heath, 1948.

The Record of Mankind

By Roehm, Buske, Webster & Wesley. \$3.60. Heath, 1948.

The American People (1948 ed.)

By West & West. \$3.60. Allyn.
For the senior year of high school. Emphasizes social and industrial life. Teaching aids include pictures, maps, exercises, thought questions, etc. Workbook and teacher's manual available.

The Making of Today's Work (1948 ed.)

By R. O. Hughes. \$2.92. Allyn.
Written from the American point of view, it makes world history significant and purposeful. A workbook and teacher's manual available.

The Making of Our United States (1948 ed.)

By R. O. Hughes. \$2.40. Allyn.
Emphasizes social and industrial phases. Written in simple language with illustrations and plenty of study helps. A workbook and teacher's manual available.

The Story of Our Country (1948 ed.)

By West and West. \$2.40. Allyn.
This history has reduced the space given to Colonial, Revolutionary, and Civil War periods and stressed the past 40 years. Illustrated with new 2-color pictorial maps and pictographs in addition to pictures from photographs. *Our Country's Story* is a workbook to accompany the textbook.

HOME ECONOMICS**Your Home and You (1948 ed.)**

By Carlotta Greer. \$2.40. Allyn.
A modern textbook in home economics adaptable to courses of various lengths. A workbook is in preparation.

Foods for Home and School (1948 ed.)

By Carlotta C. Greer. \$2.12 Allyn.
New data on nutrition, new sections on pressure cooking, kitchen safety, and quick freezing. New workbooks with teacher's manual available.

Sewing Instruction

By Beatrice H. Frater and others. \$1. Prang.
New methods used in Cleveland. Every stitch and process illustrated. The subject of textile painting is included.

Young Folks at Home

By Harris & Kauffman. \$2.60. Heath.

You and Your Family

By Moore & Leahy. \$2.60. Heath.

Clothes for Girls (Rev.)

By Todd. \$2.80. Heath.

Menus and Recipes for the Discriminating Hostess

By Ella L. Lambert. \$3.25. Manual, 1948.
More than 100 complete menus (and some 1000 recipes) for every meal of the day and for holiday feasts, special luncheons, teas, etc.

LANGUAGES**A Reading Course in Homeric Greek**

By Raymond V. Schoder, S.J. & Vincent G. Horrigan, S.J. Book I, \$2.28; Book II, \$2.04. Loyola.

An introductory course in Greek which makes it possible for high school students in two years (college students in one year) to acquire a general knowledge of Greek and to read 1600 lines of Homer. Teachers' manuals and other helps available.

French Records

An album with six double records to accompany *First Year French* by O'Brien & LaFrance. \$18. Ginn.

Marian Latin Series

By Roy J. Deferrari & Sr. Francis Joseph, I.H.M. 1st yr., \$2.; 2nd yr., \$2.48. Bruce.

The series will consist of four books. The second-year book appeared in 1948. Aim is to teach fundamentals as a preparation for reading. The first book emphasizes the learning of essentials, with plenty of interesting drill in short sentences. Selections from the third book of Caesar are at the end of the first book. Optional lessons in ecclesiastical Latin are given. "No attempt has been made to furnish a large amount of reading material or to describe Roman life and culture." "Nothing included that the authors do not consider worth teaching and important for the first year."

Second Year Latin. Part I contains a general historical background for Caesar. Part II contains selections from the Gallic War. Part III is devoted to ecclesiastical Latin. "Vocabulary, forms, and syntax taught for reading."

Using Latin

By Scott, Horn & Gummere. Pub. by Scott.

A new first-year Latin with which the students begin at once to use Latin. Latin constructions are simplified by explanations in terms of English grammar. With this method students should enjoy the study of Latin.

Fronteras

By Doris King Arjona. Pub. by Scott.

A new simplified first-year Spanish. Teachers and students have received it with enthusiasm.

Contes Parisiens

By Bond. 60 cents. Heath, 1948.
This is book 6 of Graded French Readers, Alternate Series.

Cours Elementaire de Francais

By Dale & Dale. \$2.60. Heath, 1948.

Oui, Je Parle Francais

By Huebener. \$2.68. Heath, 1948.

Modern Complete French Grammar

By Fraser, Squair, and Parker. \$3. Heath, 1948.

Man Kann Ruhig Daruber Sprechen

By Spoerl. \$1.48. Heath, 1948.

Il Ventaglio

By Goldoni. Book 5 of *Graded Italian Readers*. 68 cents. Heath, 1948.

Lecture Varie

By Cioffari & Van Horne. Books 1-5 of *Graded Italian Readers*. \$2. Heath, 1948.

Vamos a Hablar Espanol

By Lopez and Brown. \$2.20. Heath, 1948.

Anaconda (Jones and Barr)

By Quiroga. Book 4 of *Graded Spanish Readers*, Alternate Series. 60 cents. Heath, 1948.

Clemencia (Scherr and Walker)

By Altamirano. \$1.76. Heath, 1948.

Second Latin

By Cora and Charles Scanlon. \$3.50. Herder, 1948.

This textbook, which supposes a knowledge of Latin grammar, is intended for students who can give

only two years to Latin and who must be prepared to read intelligently Latin textbooks of philosophy, theology, and canon law.

MANUAL ARTS**Beginner's Book of Needlecraft**

By Ella L. Langenberg. \$1.50. Prang.

The American Colorist

By Ella L. Bolander. \$1. Prang.
Elementary color harmony with 12 color charts.

Let's Make Our Own

By Ella L. Bolander. \$3.50. Prang.
Making greeting cards, wrapping paper, silk screening, spatter painting, etc.

A Handbook of Designs

By Gordon de Lemos. \$2.50. Prang.

Hands at Work

By Emmy Zweybruck. \$2. Prang.
Simple, decorative projects. Directions for stenciling, etc.

Design Approach to Crafts

By Harriet Knapp. \$3.50. Prang.
A book for the layman, the amateur, or the professional.

Craftsman's Instruction Handbook

By Tony Parisi. \$1.50. Prang.
Batik, basketry, card weaving, carving, clay craft, coping saw work, fabric decoration, toymaking, etc.

Basic Tools for Woodworking

By Lee Frankl. \$1.80. Prentice.
A complete textbook describing the care and use of all important tools for woodworking. "The material is presented so logically and clearly that even the teacher of little or no experience in the field can conduct a class successfully by following this text."

Small House Carpentry

By Lee Frankl. \$1.20. Prentice.
A well-illustrated textbook outlining, step by step, the process of building one small house.

Plastics Made Practical

By Chris H. Groneman. \$4.50. Bruce, 1948.
64 projects, 10 special designs, and 300 illustrations for the industrial-arts shop and laboratory. General information on plastics, list of manufacturers of equipment, etc.

Working With Plastics

By Arthur Dunham, M.Ed. \$3.50. McGraw, 1948.

A new book employing the trade-analysis method of teaching. Deals with plastics as a craft material. Written in practical, everyday language, it gives general information and projects for plastics.

Let's Whittle

By Leroy Pynn, Jr. \$2.50. Manual. Detailed, fully illustrated directions for many whittling projects.

Klenke's Furniture Book

By W. W. Klenke. \$3.25. Manual, 1949.

More than 50 complete plans for making pieces of furniture. Sections on small machines, upholstering, and finishing.



A Book Week Exhibit at St. Joseph School, Covington, Ky.

Creative Ceramics

By Katherine M. Lester. \$3.75. Manual.

Detailed processes for all types of ceramic craftwork, with numerous large clear photographs.

Fundamentals of Soft Soldering

By Charles Yerkow. Probably \$2.25. Manual, 1949.

Clearly shows and explains how to apply flux and solder and iron or direct heat.

Upholstering Home Furniture

By Blanche R. Pope. \$3.75. Manual, 1949.

The outgrowth of a well-known class in upholstery by the author. Rebuilding old furniture and building new furniture; making slip covers, etc.

MATHEMATICS**Mathematics for the Consumer**

By Schorling and others. \$2.20. World.

General mathematics for everyday life. Of special value to senior high school students who will not attempt higher mathematics. Teacher's manual, 28 cents.

Algebra: First Course

By Schorling and others. \$1.92. World.

Emphasizes understanding of the language of algebra. Approaches algebra through arithmetic.

Modern School Geometry

(New ed.)
By Schorling and others. \$1.96. World.

Modern School Solid Geometry

By Schorling and others. \$1.96. World.

Refresher Arithmetic (1948 ed.)

By Edwin I. Stein. \$1.80. Allyn. With practical applications interesting to the student.

New Mathematics Series (1948 ed.)

By Edgerton and Carpenter. Allyn.

Plane Geometry (new ed.)

By Royal A. Avery. Allyn. The mathematics series and the geometry listed above are offered for grades 7-12 to fit pupils for technical mathematics. Workbooks and teacher's manuals available.

Mathematics in Life, Basic Course

By Schorling and Clark. \$2.20. World.

General mathematics for 9th grade. Workbooks available at 68 cents.

Trigonometry for Secondary Schools

By Butler & Wren. \$2.60. Heath.

General Mathematics in Daily Activities

By Hart & Gregory. \$2. Heath.

Tests in Plane Geometry

By Welchons & Krickenberg. 52 cents. Ginn.

Fundamentals of Algebra With Practical Applications

By Robt. L. Erickson. McGraw, 1949.

A new practical approach to al-

gebra. Correlates with arithmetic and other mathematics. Relates to everyday experience.

Your Mathematics

By Hawkins & Tate. Pub. by Scott.

A terminal course in general mathematics covering all the prerequisites for higher mathematics. For the 9th grade. Aims to develop ability in solving problems, resourceful quantitative thinking and computational skills. A teacher's manual and guidebook with answers to problems is available.

Self-Help Geometry Workbook

By Welte, Knight & Walker. 72 cents. Scott, 1948.

This workbook, keyed to various modern textbooks, provides cumulative review, individual remedy, and motivation. A teacher's guidebook accompanies class orders.

Standard Service Algebra Workbook

By Welte, Knight & Walker. 60 cents. Scott.

A New Geometry for Secondary Schools

By Herberg & Orleans. \$2. Heath. A 2nd edition published in 1948. A book built on the experience of the authors who are practicing classroom teachers. Skillfully organized to meet the needs of any type of class or individual pupil. Impresses the student with geometry's record of usefulness to man, surveyors of pyramids, cathedral builders, airplane designers, etc.

MUSIC**Choruses for Gleemen**

Arranged by Haydn Morgan. 60 cents. Hall, 1948.

For senior high school boys. More than 30 choruses, in unison or in 2, 3, or 4 part.

Songs for Young Gleemen

Arranged by Haydn Morgan. 60 cents. Hall, 1948.

New collection for junior high school boys.

RELIGION**Africa Mission Source Book Modern Africa**

The latter booklet by Rev. Raymond A. Wilhelm, C.S.Sp. The two booklets together and a study outline, 60 cents. Crusade.

Mass Symbols

By Rev. Joachim Watrin, O.S.B. 16 cards. \$2.60 per set. St. John's.

An explanatory booklet is available for 40 cents.

Religion Essentials Series

By Rev. Gerald Ellard, S.J. & Rev. John R. Gleason. *Power* (for grade 9), \$1.60. Loyola.

The first book (grade 9) appeared in 1948. The others are in preparation.

Religion Outlines

By Rt. Rev. John M. Cooper, Ph.D. Course I, \$1.70; Course II, \$1.60. Cath. Ed.

Course I, entitled *The Catholic Ideal of Life*, deals with the Catholic

moral ideal. Course II is entitled *The Motives and Means of Catholic Life*. The discussion and problem method is followed.

SCIENCE**Radio Servicing: Theory and Practice**

By Abraham Marcus. \$4.50. Prentice.

A first-course basic textbook for students not having mathematical or engineering training. To give an understanding of the theory behind the practical work of the radio serviceman.

Elements of Radio (2nd ed.)

By Marcus & Marcus. Ed. by Ralph E. Horton. \$3.20. Prentice.

This has been a best seller in its field. It was used by the U. S. Army. Requires no previous training in mathematics or physics.

Offers the preliminary instruction prerequisite for courses in the practical work performed by the radio serviceman.

Our Surroundings

By Fowler, Collister & Thurston. \$2.96. Iroquois.

This 1948 edition is the third and final book in a 3-year course in general science for the junior high school or a one-year course for grade 9.

Chemistry in Action

By Rawlins & Struble. \$3.20. Heath.

Adventures With Animals and Plants

By Kroeber & Wolff. \$3.20. Heath.

Introductory Radio — Theory and Servicing

By H. J. Hicks. McGraw, 1949.

Explains difficult technical processes in everyday language. A teacher's manual and answer key will be available.

Essentials of Radio

By Slurzberg & Osterheld. \$4.80. McGraw.

Elements of Radio Servicing

By Marcus & Levy. \$3.60. McGraw.

Electrical Essentials of Radio

By Slurzberg & Osterheld. \$3.60. McGraw.

Practical Physics

By White & others. \$3.25. McGraw.

An elementary, practical, and abbreviated text, emphasizing basic principles of immediate use in industry.

Unified Physics

By Fletcher & others. \$3. McGraw.

Weaves together the traditional branches of physics — mechanics, heat, electricity, sound, and light. Two chapters apply the principles of physics to aviation and meteorology. Teacher's manual available.

Chemistry for Our Times

By Weaver & Foster. \$3.20. McGraw.

A basic high school chemistry emphasizing chemistry in everyday life.

The Earth and Its Resources (2nd ed.)

By Finch & others. \$3.20. McGraw. The latest information on physical geography and meteorology.

Physics, A Basic Science (2nd ed.)

By Burns, Verwiebe & Hazel. Textbook, \$2.88; Workbook, \$1.60; Laboratory Manual, \$1.80; Teacher's Guide, 60 cents; Multiple-Choice Tests, 80 cents; Answers to problems in the text free to teachers. Pub. by Van, 1948.

Includes latest on atomic energy, radar, jet propulsion, etc. A fresh approach relates the principles of physics with everyday applications familiar to the student.

Chemistry, A Course for High Schools (2nd ed.)

By Hogg, Alley & Bickel. Textbook, \$2.88; Laboratory Exercises, \$1.20; Laboratory Manual, \$1.20; Workbook, \$1.40; Unit Tests, 80 cents; Teacher's Guide, 80 cents. Answers to problems in the textbook are free to teachers. *Answers to Questions and Solutions of Problems*, a complete key with problems worked out, is sold to teachers at \$1.50. Pub. by Van.

The 1948 edition includes new sections on nuclear fission, new developments and discoveries, etc. An extremely flexible course.

Our Environment Series (1948 ed.)

Its Relation to Us, \$1.80; *How We Adapt Ourselves to It*, \$1.92; *How We Use and Control It*, \$2.60; *The Living Things in It*, \$3. Allyn.

These four books for junior and senior high school continue the science course begun in *The Rainbow Series*. Workbooks, tests, and teacher's manuals available.

Elements of Physics

By Fuller and others. \$2.88. Allyn. Includes the latest discoveries. Workbook and teacher's manual available.

New World of Science

By Raymond W. Burnett. \$2.80. Silver, 1948.

A general science program based on the personal interests of the students.

Science Through Experiment

By Chas. H. Lake and others. \$1.32. Silver, 1948.

A general science workbook for use with any textbook. 15 units, including air, water, weather, astronomy, building materials, soil, living things, food, health, microorganisms, forces, machines, sound, light, and electricity.

SOCIAL STUDIES**Just Wages and Salaries**

By Raymond J. Miller, C.Ss.R. 25 cents. Radio Replies, 1948.

This pamphlet is a chapter from a book, *Forty Years After* by the author. It pleads for a minimum annual wage of \$3.500.

American Government in 1949

By Frank A. Magruder. \$2.12. Allyn, 1949.

This standard textbook in civics is issued in a new edition every Janu-

ary. The 1949 edition has changes on 450 pages and a new chapter on the United Nations. *Our Government at Work* is a workbook to accompany the textbook. Each chapter has five parts: an information test, summary questions, thought questions, class activities, and topics for further study.

Building Citizenship (1948 ed.)

By R. O. Hughes. \$2.32. Allyn.
A comprehensive textbook in civics for grade 9. The good citizen in the life of his community; the good citizen and his government; the good citizen and his economic life. Also available in a 2-volume edition. Workbook and teacher's manual available.

HIGH SCHOOL LIBRARY

The Spirit of St. Benedict

By Basil N. Aldridge. 65 cents. St. John's.

A commentary by an English Benedictine Oblate explains how the rule of St. Benedict can be adapted to those outside the monastery in the present battle against secularism.

Manual for Oblates of St. Benedict (3rd ed.)

By Rt. Rev. Alcuin Dentsch, O.S.B. About 340 pp., cloth, \$2.25. St. John's.

Electronics for Young People

By Jeanne Bendick. \$2.25. McGraw.

For junior and senior high school. What an electron is; how it was discovered and harnessed; use in radio and television; introduction to atomic theory and nuclear power.

Understanding Science

By Wm. H. Crouse. \$2.20. McGraw.

Simple explanations of outstanding developments of modern science. Treats atomic energy, engines, phonograph, telephone, radio, television, motion pictures, airplanes, jet engine, etc.

Sprouting Your Wings

By Bruce H. Guild. \$1.60. McGraw.

Covers the entire field of aeronautics in language intended to be understood by ninth graders.

Classics for Enjoyment

Adapted by various editors. \$1.52 each. Laidlaw.

This new list of classics edited for average high school students includes: *A Tale of Two Cities*, *Lorna Doone*, *Jane Eyre*, *Pride and Prejudice*, *In Sunshine and Shadow*, *Oliver Twist*, and *Moby Dick*.

Atomic Energy in War and Peace

By Hawley & Leifson. \$1.50. Reinhold.

A popular, nontechnical account and explanation of all phases of atomic energy.

Half Hours With Great Scientists

By Charles G. Fraser. \$6. Reinhold. Described briefly as "the story of

Today's Problems (1948 ed.)

By R. O. Hughes. \$2.40. Allyn.
A textbook in civics to prepare youth for the duties of citizenship. New workbook available.

Alcohol and Human Affairs

By Willard Spalding and John Montague, M.D. Pub. by World.
Intended as a high school textbook in alcohol education. Treats alcohol as an economic, clinical, and social problem. Teachers may wish to see this book.

Sociology and Social Problems

By Eva J. Ross. \$2.76. Bruce, 1948.
A one-semester course in high school sociology or social problems.

physics," this book describes many great discoveries often in the words of the scientists responsible for them. An outstanding source of material for teachers, scientists, and students.

The Condensed Chemical Dictionary (3rd ed.)

Ed. by Turner & Gregory. \$12. Reinhold.

Contains names of approximately 18,000 chemicals and trademark names, together with their chemical formulas, properties, etc. Intended for use of manufacturers.

Encyclopedia of Chemical Reactions

Ed. by C. A. Jacobson. Vol. I, \$10.; Vol. II, \$12. Reinhold.

A combination of an index with a considerable portion of the informational content of abstract and reference works.

Vol. I: Aluminum, Antimony, Arsenic, Barium, Beryllium, Bismuth, Boron, Bromine.

Vol. II: Cadmium, Calcium, Carbon, Cerium, Cesium, Chlorine, and Chromium.

Vol. III: (Ready early in 1949) contains 2757 reactions. Letters C, D, E, F, G, H, and I.

Other volumes in preparation.

The Image of His Maker

By Rev. Robt. E. Brennan, O.P. \$3.25. Bruce, 1948.

A "know thyself" popular psychology book, emphasizing "whither we are going" and how and why man is equipped to make the journey.

Tumbleweed

By Eddie Doherty. \$2.75. Bruce, 1948.

The life of the Baroness Catherine de Hueck, written by her husband.

The Knight Errant of Assisi

By Hilarin Felder. Tr. by Ber-

chmans Bittle, O.F.M. Cap. \$2.50. Bruce, 1948.

A new aspect of the many sided personality of St. Francis.

Watching at My Gates

By Anna Kuhn. \$2. Bruce, 1948.
Three 20th-century heroines for readers 11-17.

Constructive Design

By Burl N. Osburn. \$5. Bruce, 1948.

For teachers, designers, and craftsmen. Plates of designs in metal, wood, clay, leather, textiles, tapestry, plastics, lettering, typographic unity, and layout. Clear information accompanies each plate.

Father De Smet

By Helene Magaret. \$3.50. Bruce, 1948.

Dramatic biography of a great pioneer Indian missionary.

A Fire Was Lighted

By Theodore Maynard. \$3.50. Bruce, 1948.

The story of Rose Hawthorne Lathrop, the daughter of Nathaniel Hawthorne, who founded the Dominican Sisters for the care of Incurable Cancer Patients.

Practical Sign Painting

By Owen. \$3. Bruce, 1948.

Electrical Projects for the School and Home Shop

By Walter B. Ford. \$3. Bruce, 1948.

34 projects within the ability of the boy or home craftsman. Well illustrated.

Brains and Belief

By F. J. Mueller. \$2.50. Bruce, 1948.

New and popular apologetics.

Keys to the Keyboard

By Andor Foldes. \$2. Dutton, 1948.

A book for pianists in which a professional musician imparts some of his technique to students. Includes explanatory music.

Young People's Book of Atomic Energy

By Robt. D. Potter. \$2.50. Dodd. Gives the fundamental data necessary to understand atomic energy. Ages 12-16. A 1949 edition available soon.

My Favorite Stories

Ed. by Maureen Daly. \$3. Dodd, 1948.

The author of *Seventeenth Summer* has collected and edited this collection of modern and classic stories for teenagers.

Iceland Roundabout

By Agnes Rothery. \$2.75. Dodd, 1948.

Many surprising and interesting

features of the country and its people described for young readers.

Joan Foster, Sophomore

By Alice R. Colver. \$2.50. Dodd, 1948.

College life story for older girls.

Jefferson's Daughter

By Mildred Criss. \$3. Dodd, 1948.
The story of Thomas Jefferson's daughter. For older girls.

Our Oil Hunters

By Irving Crump. \$2.50. Dodd, 1948.

The exciting adventures of prospectors for oil. Gives much information about their work.

The Bells of Heaven

By Christopher Bick. \$3. Dodd, 1949.

The story of Joan of Arc written by an English schoolmaster and soldier because he became interested, enthusiastically, in the Maid of Orleans.

Party Fun

By Sheila John Daly. \$2. Dodd, 1948.

The author of *Personality Plus* tells how to plan a successful party.

Air Line Stewardess

By H. Alan Robinson. 50 cents. Occupational.

This new pamphlet describes the duties of an airline stewardess, prospects, preparation, etc. The same company offers pamphlets on a wide variety of occupations and professions.

Young People's Book of Jet Propulsion

By Frank Ross, Jr. \$2.75. McBride, 1948.

Advice for Boys

By Rev. T. C. Siekman. \$2.50. Wagner, 1948.

A human interest treatment of the spiritual life for boys of junior and senior high school age.

A Listener's Anthology of Music

By Lillian Baldwin. Vol. I, \$4.80; Vol. II, \$5.80. Silver, 1948.

Vol. I, 12 great musicians. Vol. II, the musician as poet, painter, and dramatist.

Government Bulletins

908-5 *Collective Bargaining*, 20 cents; 908-8 *General Wage Provisions* 25 cents; 930 *Union Wages and Hours* (Building), 20 cents; 931 *The Economic Status of Registered Professional Nurses*, 30 cents; 933 *Union Wages and Hours* (transit employees), 10 cents, etc.

These bulletins are published by the U. S. Dept. of Labor. They may be obtained from the Superintendent of Documents, Govt. Printing Office, Washington 25, D. C. This office will also supply catalogs of government bulletins by the various government agencies on an almost unlimited number of subjects.

Don't Be Afraid to Go to Confession

By Giles Lawlor, O.F.M. 5 cents. St. Anthony, 1948.

A simple explanation of the essentials of a good confession.



— G. C. Harmon

REFERENCE BOOKS

Compton's Pictured Encyclopedia
(1949 ed.)

15 vols., fabrikoid, \$109.50; durable cloth, \$104.50. Compton.

The 1949 revision added 348 pages to the books. Articles on each state revised. Articles on 95 cities rewritten or revised. Latest developments in air transportation, television, electronics, motion pictures, astronomy, history, geography, etc.

The Fact Index, a part of the encyclopedia, consists of 886 pages of index references and brief fact entries.

Compton's Picture Library

\$64.50. Compton.

This is a library of 1000 unusual pictures, in colors. They are indexed under major subject heads. The publishers supply a wheeled cabinet for filing the pictures together with material collected by teacher or class and a shelf for a set of the encyclopedia.

The World Book Encyclopedia

1949 Edition. 18 vols. and a Reading and Study Guide. \$102. Field.

The 1949 edition illustrates the publishers' policy of constant revision. The article on plastics was rewritten, all articles on atomic energy were revised, and a new article on radio activity was added. Airplane article was rewritten and a section on supersonic flight added. Articles on Palestine, U. S. history, the Netherlands, and Russia included events as late as November, 1948.

As stated in THE CATHOLIC SCHOOL JOURNAL review, June, 1947, all articles of special interest to Catholics are authenticated by Msgr. Fulton Sheen.

Encyclopedia Britannica

24 vols. Pub. by Britannica.

The 1948 printing marks the 180th year of publication. For the past 16 years, the publishers have been making continuous revisions instead of numbered editions. For example, more than 2,300,000 words from the 38,000,000 words in the set were altered in the 1948 printing. It is estimated that as much as 75 per cent of an encyclopedia is not subject to substantial revision, while some articles need revision nearly every year.

Britannica was printed first in Edinburgh, Scotland, from 1768 to 1771. The work has been owned and edited in the U. S. since the first years of the 20th century. It is now affiliated with the University of Chicago.

Britannica Junior

15 Vols. Published by Britannica.

A reference work for children of grade school age. Prepared under the supervision of the editors of the Encyclopaedia Britannica, Walter Yust, editor-in-chief. 15 volumes, 6000 pages, 3700 articles, 5600 illustrations, 381 maps, 370 contributing editors, writers, and text simplifiers. Volume I is a Ready-Reference Index, containing 70,718 references, incorporating brief definitions of prin-

cipal topics. Volume 15 contains an atlas of 72 full-color plates, plus an index to the atlas. Last complete reset and revision, 1947; kept up to date by a policy of continuous revision.

Ten Eventful Years

Published by Britannica.

An encyclopedic history of the World War II decade, 1937 through 1946, written in large part by the persons closest to the events they describe, including 23 heads or former heads of states; authorities representing 40 different nationalities; a cross section of the top allied military leadership; scientists, social scientists, business executives, and industrialists. Four volumes. 1500 articles totaling 3,100,000 words, with 1300 photographs, charts, and maps as illustrations.

The Britannica Book of the Year

Published by Britannica.

Published as an annual encyclopedic synopsis of principal events of the preceding year, for use by itself as a work of reference, with the additional value of helping owners of sets of the Encyclopaedia Britannica and of Britannica Junior to keep abreast of new developments. Annually includes about 1000 articles by about 600 contributors, with more than 400 photographs, charts, cartoons, and maps as illustrations; 864 pages.

Hammond's Advanced Reference

Atlas

Cloth, 92 pp., quarto. \$2.50. Hammond, 1948.

For social science courses. Maps both for the present and for the historical past. Based on the experience of several teachers in constructing integrated courses in social sciences.

The American Catholic Who's Who

8th biennial ed. (1948-49). Romig. Contains biographical sketches of 6000 distinguished, living American Catholics; also geographical index and necrology.

The Guide to Catholic Literature
(Vol. 3)

An author-title-subject index with biographical and critical notes and references in any language and in any country from Jan. 1, 1944 to Jan. 1, 1948. Pub. by Romig.

Guide to Names of Religious Orders

Compiled by Rev. Oliver L. Kapsner, O.S.B. \$3.25. St. John's.

A handy guide to orders of men and women, clerical and lay, surviving and extinct.

The University of Chicago Spanish Dictionary

By Castillo & Bond. \$4.50. Chicago, 1948.

A new Spanish-English and English-Spanish Dictionary of words in common use. Gives special attention to the Spanish of Latin America and the English of the United States.

Periodicals for Small and Medium-Sized Libraries

By a Subcommittee of the A.L.A. \$1.75. A.L.A., 1948.

By Way of Introduction

By Committees. \$1.25. A.L.A., 1947.

A recreational reading list for high school age.

Catholic Subject Headings
(2nd ed.)

Ed. by Rev. Oliver L. Kapsner, O.S.B. \$4.65. St. John's.

A list of subject headings in religion designed to be used with Library of Congress subject headings or the Sears' List of Subject Headings. Includes the Lynn modifications of the Dewey Decimal classification.

The Vatican Library: Rules for the Catalog of Printed Books

Tr. by Very Rev. T. J. Shanahan & others. \$18. A.L.A.

This translation of the "Vatican Cataloguing Code" will be of interest to libraries of philosophy and religion and to Catholic institutions.

Catholic Library Practice

Ed. by Brother David Martin, C.S.C. \$2.25. Portland.

A clear statement of Catholic library principles and practice.

Books for Catholic Colleges

\$3.75. Pub. in 1948 by A.L.A. This is a supplement to *Shaw's List of Books for Catholic Colleges*.

FOR LIBRARIANS

Children and Books

By May Hill Arbuthnot. \$3.60. Scott.

A textbook for courses in children's literature for teachers and librarians.

"Mrs. Arbuthnot's first criterion in judging books for children is, will the children enjoy this book? . . . A book is a good book for a child only if he enjoys it; it is a bad book if he comes to dislike all books because he is forced to read one in particular—one which he finds dull and incomprehensible. Other literary criteria are considered also."

Reading for a Better World

A selected list of books for Catholic schools published by Doubleday and Co., Junior Literary Guild, and affiliated companies. A 66-page list appeared in April and a supplement in September.

The list is compiled by The Catholic Evaluation Committee. The present members of the committee are:

Cister M. Dorothea, S.S.N.D., librarian at Notre Dame Junior College, St. Louis, Mo.; Louis A. Rongione, O.S.A., librarian, Augustinian Academy, Staten Island, N. Y.; and Richard James Hurley, the committee chairman, assistant professor of library science at The University of Michigan and past vice-president of the Catholic Library Association.

FOR TEACHERS

GUIDANCE**Occupational Pamphlets**

An annotated bibliography. \$2.50. Wilson.

An authoritative guide to currently available pamphlets in the vocational field.

Basic Principles of Guidance

By Cox, Duff & McNamara. \$3.75. Prentice, 1948.

A complete revision of *Guidance by the Classroom Teacher*. "Stresses that proper adaptation of curriculum and methods to the needs of individual pupils is best provided through guidance activities of teachers."

Job Placement of the Physically Handicapped

By Clark D. Bridges. \$4. McGraw.

Going Into Business for Yourself

By O. Fred. Rost. \$3. McGraw. A manual to help and guide one in starting a small business.

New Careers in Industry

By Amiss & Sherman. \$2.75. McGraw. Discusses opportunities in various mechanical industries.

I Find My Vocation (3rd ed.)

By Harry D. Kitson. \$2.20. McGraw.

New material and illustrations, material from latest U. S. census, social security and unemployment insurance, list of biographies, etc.

Your Plans for the Future

By Detjen & Detjen. \$2. McGraw. For 11th- and 12th-grade students. Information on college, vocational, and specific training. Methods of studying vocations, etc.

Marriage and the Family

By Edgar Schmiedeler, O.S.B. \$2.40. McGraw.

A high school textbook treating the Christian teaching on marriage as set forth in the encyclical on Christian Marriage.

So You Were Elected

By Baillard & McKown. \$2. McGraw.

This book on student leadership is intended for high school students who find themselves in a position of leadership. It treats of writing a constitution, presiding at a meeting, organizing activities, committees, games, decorations, etc.

Occupational Information

Among the recent booklets published by Occupational Index, Inc. are:

Airplane Mechanic, by Samuel Ellis, 50 cents.

Department Store Work, by Squitieri and Lickel, 50 cents.

Understanding Personality

By Francis L. Harmon, Ph.D. \$3.50. Bruce, 1948.

Personality from the Catholic viewpoint. A textbook for a college

course in personality. Considers: Personality in modern psychology; how our personalities develop; the personality diseased; and applied personality studies.

Measuring and Guiding Individual Growth

By Ben D. Wood and Ralph Haefner. \$4.60. Silver, 1948.

A valuable book for teacher or guidance worker.

Guidance Talks to Teachers

By S. A. Hamrin. \$3. McKnight. A series of talks by an experienced guidance counselor.

How Personality Grows

By Dr. Helen Shacter. McKnight. To assist anyone with personality problems to analyze the problem and to solve it.

Marriage Guidance

By Edwin F. Healy, S.J. \$3. Loyola.

For college courses or study clubs. Valuable for the priest's library. A complete treatise on matrimony and a discussion of practical problems.

Economic Factors of Delinquency

By Cletus Dirksen, C.P.P.S. \$2. Bruce, 1948.

Accent on Purity

By Joseph E. Haley, C.S.C. \$2.25. Fides.

A modern Catholic guide written by a young University of Notre Dame priest experienced in the problems of children and young people. For parents, priests, and teachers. A special supplement will accompany all priest's copies.

TEACHING HELPS

Audio-Visual Techniques for

Enrichment of the Curriculum
By Chandler & Cypher. Noble.
A new book published in 1948. It will be reviewed soon in THE CATHOLIC SCHOOL JOURNAL.

Arithmetic 1948

Ed. by G. T. Buswell. Paper, \$2.50. Chicago.

Papers presented at the third Annual Conference on Arithmetic, at The University of Chicago, 1948.

The Business of Teaching and Supervising the Arts

By C. Valentine Kirby. \$1. Prang.

Project and Idea Folios

No. 1 (lower grades); No. 2 (upper); No. 3 (art therapy). Each \$1. Prang.

Classroom projects in easy step-by-step form.

The Teaching of Folk Dance

By Anne S. Duggan & others. \$15 for set of 5 vols. Barnes, 1948.

Described by the publishers as "the most comprehensive work on folk dance material ever published." The volumes, which are not sold separately, are: *The Teaching of Folk Dance*, which is the first volume, the others dealing with folk dances respectively of Scandinavia, European countries, the British Isles, and the United States and Mexico.

A more adequate description of these books will appear later in THE CATHOLIC SCHOOL JOURNAL.

Reading in the Elementary School Audiovisual Materials of Instruction

Ed. by Nelson B. Henry. 2 vols., each \$3.50 (paper, \$2.75). Chicago, 1949.

These two volumes are the 48th Yearbook of the National Society for the Study of Education.

Basic Instruction in Reading in the Elementary and High School

Ed. by Wm. S. Gray. Paper, \$2.50. Chicago.

The proceedings of the Annual Conference on Reading at the University of Chicago, 1948.

On Their Own in Reading

By Dr. Wm. S. Gray. \$2. Scott. A basic textbook for teachers on teaching word perception to give children independence in attacking new words.

The Improvement of Reading (3rd ed.)

By Gates. \$4.25. Macmillan, 1948.

A Vade Mecum for Teachers of Religion

By Sister M. Catherine Frederic, O.S.F. Ed. by Rt. Rev. Wm. F. Lawler. \$4. Bruce, 1948.

A source book with background information and supplementary facts needed by teachers.

Religion Outlines for Colleges

By Rt. Rev. John M. Cooper, Ph.D. Course III, *Christ and His Church*, \$2; Course IV, *Life Problems*, \$1.60. Cath. Ed.

Language Teaching in Grades One and Two

By Mildred A. Dawson. World. A guidebook for teaching language with concrete suggestions.

How to Teach High School English

By Dorothy Dakin. \$3.50. Heath, 1948.

A revised edition of *Talks to Beginning Teachers of English*. Practical guidance for teachers of composition and literature. A new chapter on "Reading: Your Problem."

A Suggested Science Program for the Elementary School

By G. S. Craig. \$1.04. Ginn.

Public Safety

By Franklin M. Kreml. \$1.12. Bobbs.

A textbook course in public safety for junior and senior high schools.

Physical Education

By Jay B. Nash, Ph.D. \$3. Barnes, 1948.

Suitable as a textbook for courses in foundations, principles, philosophy, physiology. For use of administrators, supervisors, instructors, students, and parents.

Teaching Physical Education in the Elementary School

By E. Benton Salt, Ed.D. \$2.50. Barnes.

Health and Physical Education for Junior and Senior High Schools

By David K. Brace, Ph.D. \$4. Barnes, 1948.

The author was the principal specialist in physical fitness of the U. S. Office of Education.

Teacher's Guide for Health Education

By Fields & Edgerton. \$5. Remsen. This new book by two specialists in health education provides teachers of grades 1 to 8 all the material they need on physiology and hygiene.

Democracy's Children

By Ethel M. Duncan. \$2. Noble, 1948.

Elementary school activities which can promote intercultural understanding.

Build Together Americans

By Rachel D. DuBois. \$2. Noble, 1948.

The author draws upon 20 years of experience in developing intercultural understanding in the high school.

The Teaching of Secondary Mathematics

By Butler and Wren. \$4. McGraw.

Teaching the New Arithmetic

By Wilson and others. \$4. McGraw.

Fundamentals of Gregorian Chant

By Rev. Dominic J. Keller, O.S.B. 75 cents. St. John's.

ADMINISTRATION

The Administration of Schools for Better Living

Ed. by Dan H. Cooper. \$3.50. Chicago.

Proceedings of the Seventeenth Annual Conference for Administrative Officers of Public and Private Schools, 1948.

The Administration of the Catholic Secondary School

Ed. by Rev. Michael J. McKeough, O.Praem, Ph.D. \$3. Cath. Ed., 1948.

The Administration of High School Athletics (2nd. ed.)

By Charles E. Forsythe, A.M. \$4. Prentice, 1948.

For students of education and directors or administrators.

Fundamental Principles of Catholic Action

By Lelotte. \$1.25. Fides. The authorized English translation.

Training of Lay Leaders

By Geissler. \$1.25. Fides. An introduction to Catholic Action.

Student Social Responsibility

The 1948 report of Young Christian Students. \$1. Fides.

History of Education

By Rt. Rev. P. J. McCormick. Revised by Rev. F. P. Cassidy. \$4. Cath. Ed.

A survey of the development of education theory and practice in ancient, medieval, and modern times.

THE SPIRITUAL LIFE

The Presence of Mary

By F. Charot, S.J., \$2.50. Fides. The significance of our Lady's role in Catholic Action.

Hand in Hand With Our Mother

By Jos. Lucas. Tr. by Dominican

Sisters of the Perpetual Rosary. \$3.25. Bruce, 1948.

Meditations on and devotions to the Blessed Virgin.

Discourses on Our Lady

By Rev. Nicholas O'Rafferty. \$3.25. Bruce, 1948.

Complete and basic work on all aspects of the Blessed Virgin.

Exile Ends in Glory

By Thomas Merton. \$3.75. Bruce, 1948.

Details of Trappist life—a Cistercian convent from the inside—in the life of Mother Berchmans.

Monthly Spiritual Renewal

By Father Lawrence G. Lovasik, S.V.D. 15 cents. Catechetical.

St. Benedict's Rule for Monasteries

Tr. by Leonard J. Doyle. \$2. St. John's.

A new translation into modern English.

The Way to God

By Rev. Winfrid Herbst, S.D.S. \$2.75. Pub. by S.D.S., 1948.

A simple discussion of the ordinary subjects considered in a retreat.

The Prayer Life of a Religious

By Rev. Peter A. Resch, S.M. \$6. Benziger, 1948.

Meditations on the fundamental virtues, truths, and obligations of the religious state.

The Drama of the Rosary

By Isidore O'Brien, O.F.M. \$1.50. St. Anthony, 1948.

"Some informal thoughts on the fifteen mysteries." Begins with a very brief historical sketch of the rosary.

GENERAL INFORMATION

The Literature of England (3rd ed.)

By Woods, Watt & Anderson. 2 vols., each \$4.50. Scott.

A survey course. An anthology from Anglo-Saxon times to the present. An interpretative study. A chapter on versification. Literary maps, etc.

Civilization—Past and Present (rev. ed.)

By Wallbank and Taylor. 2 vols., each \$4. Scott, 1949.

A college textbook presenting an overview of history from the dawn of civilization to the present day.

Apostolate of Public Opinion

By Morlion. Paper, \$1.75; cloth, \$3. Fides.

Injecting Christian truth into public opinion.

Virginia Reader

Compiled by F. C. Rosenberger. \$5. Dutton, 1948.

"A Treasury of Writings From the First Voyages to the Present."

Wordlore

By Duane C. Barnes, A.M. \$2.25 Dutton, 1948.

A study of word derivations and the history of words. Begins with a summary history of the English language.

Literary Criticisms by Francis Thompson

Ed. by Rev. Terence L. Connolly, S.J. \$12.50. Dutton, 1948.

These newly discovered writings reveal Francis Thompson as a worthwhile critic as well as a poet.

As We See Russia

By members of the Overseas Press Club of America. \$3.75. Dutton, 1948. Objective, firsthand information by well-known foreign correspondents.

The Philosophy of Man

By Henri Renard, S.J. \$2.75. Bruce, 1948.

A college textbook in rational psychology.

Return to Tradition

By Francis B. Thornton. \$8.50. Bruce, 1948.

First directive anthology of the literature of the Catholic Literary Revival. The story of the Catholic Literary Revival in England, France, Ireland, and the U. S. during the past 100 years.

Bite the Bullet

By Dorothy G. Wayman. \$4. Bruce, 1948.

A newspaperwoman's life story filled with unusual experiences and famous persons.

The México We Found

By Fanchón Royer. \$2.50. Bruce, 1948.

The author's experiences while making educational movies in Mexico.

At the End of the Santa Fe Trail

By Sister Blandina Segale, S.C. \$3. Bruce, 1948.

The journal of an amazing nun who battled the lawless West of "Billy the Kid."

American Humanism and the New Age

By Louis J. A. Mercier. \$4. Bruce, 1948.

Renaissance and growth of humanistic philosophy in the U. S.

With Crooked Lines

By J. M. Hartley. \$2.75. Bruce, 1948.

A novel of a famous brain surgeon who finds love, tragedy, and God.

St. Anthony of Padua

By Raphael M. Huber, O.F.M. \$3.75. Bruce, 1948.

A critical presentation of the saint as a Doctor of the Church.

Wreath of Song

By Robert Broderick. \$3. Bruce, 1948.

The first biographical novel on the life of the poet, Francis Thompson.

Catholic Social Action

By John F. Cronin, S.S. \$3.50. Bruce, 1948.

The Nature of the Liberal Arts

By John E. Wise, S.J. \$3.50. Bruce, 1948.

Latin America

By John F. Bannon, S.J. & Peter M. Dunne, S.J. \$6.50. Bruce, 1948.

A survey history which interprets Latin America in terms of its Catholic background. Explains the things that seem so puzzling to North Americans.

LIST OF PUBLISHERS

Here is a list of the publishers of the books mentioned in this issue of THE CATHOLIC SCHOOL JOURNAL.

Italics indicate the abbreviation used in the preceding list of books to indicate the publisher.

Boldface type for the abbreviation indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL. See Index to Advertisers on page 61A.

Allyn—Allyn and Bacon, 50 Beacon St., Boston 8, Mass.

A.L.A.—American Library Association, 50 East Huron St., Chicago 11, Ill.

American Book Co., 88 Lexington Ave., New York 16, N. Y.

Barnes—A. S. Barnes and Company, 67 West 44th St., New York 18, N. Y.

Beckley—Beckley-Cardy Company, 1632 Indiana Ave., Chicago 16, Ill.

Benziger—Benziger Brothers, Inc., 26 Park Place, New York 7, N. Y.

Bobbs—The Bobbs-Merrill Company, 724 North Meridian St., Indianapolis 7, Ind.

Britannica—Encyclopaedia Britannica Press, 20 North Wacker Drive, Chicago 6, Ill.

Bruce—The Bruce Publishing Company, 540 North Milwaukee St., Milwaukee 1, Wis.

Catechetical—Catechetical Guild, 147 East 5th St., St. Paul 1, Minn.

Catholic Digest, 41 Eighth St., St. Paul 2, Minn.

Cath. Ed.—The Catholic Education Press, Room 304 Administration Bldg., The Catholic University of America, Washington 17, D. C.

Chicago—The University of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.

Compton—F. E. Compton & Company, 1000 North Dearborn St., Chicago 10, Ill.

Continental—The Continental Press, Elizabethtown, Pa.

Coward—Coward-McCann, Inc., 2 West 45th St., New York 19, N. Y.

Crusade—The Catholic Students' Mission Crusade, Crusade Castle, Shattuc Ave., Cincinnati 26, Ohio.

Dodd—Dodd, Mead and Company, 432 Fourth Ave., New York 16, N. Y.

Doubleday—Doubleday and Company, Inc., Garden City, N. Y.

Dutton—E. P. Dutton and Co., Inc., 300 Fourth Ave., New York 10, N. Y.

Fides—Fides Publishers, 325 Lincoln Way, South Bend 1, Ind.

Field—Field Enterprises, Inc., Education Division (formerly Quarrie), 35 East Wacker Drive, Chicago 1, Ill.

Ginn—Ginn and Company, Statler Bldg., Park Square, Boston 17, Mass.

Gregg—The Gregg Publishing Co., 270 Madison Ave., New York 16, N. Y.

Hall—Hall and McCreary Company, 434 South Wabash Ave., Chicago 5, Ill.

Hammond—C. S. Hammond and Company, 305 East 63rd St., New York 21, N. Y.

Handy-Folio—Handy Folio Music Company, 3821 North 9th St., Milwaukee 6, Wis.

Harcourt—Harcourt, Brace and Company, 383 Madison Ave., New York 17, N. Y.

Heath—D. C. Heath and Co., 385 Columbus Ave., Boston 16, Mass.

Herder—B. Herder Book Co., 15-17 South Broadway, St. Louis 2, Mo.

Houghton—Houghton Mifflin Company, 2 Park St., Boston 7, Mass.

Iroquois—Iroquois Publishing Company, Inc., P.O. Box 1315, Syracuse 1, N. Y.

P. J. Kennedy & Sons, 12 Barclay St., New York 11, N. Y.

Laidlaw—Laidlaw Brothers, 328 South Jefferson St., Chicago 6, Ill.

Loyola—Loyola University Press, 3441 North Ashland Ave., Chicago 13, Ill.

Macmillan—The Macmillan Company, 60 Fifth Ave., New York 11, N. Y.

Manual—The Manual Arts Press, Peoria 3, Ill.

Maryknoll—The Maryknoll Bookshelf, Maryknoll, N. Y.

Mentzer, Bush & Co., 2210 South Parkway, Chicago 16, Ill.

G. & C. Merriam Co., 47 Federal St., Springfield 2, Mass.

McBride—Robert M. McBride Company, 200 East 37 St., New York 16, N. Y.

McGraw—McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 18, N. Y.

McKnight—McKnight and McKnight, 109-111 West Market St., Bloomington, Ill.

Newsweek—Newsweek Building, 152 West 42nd St., New York 18, N. Y.

Noble—Barnes & Noble, Inc., 105 Fifth Ave., New York 3, N. Y.

Nystrom—A. J. Nystrom and Co., 3333 Elston Ave., Chicago 18, Ill.

Occupational—Occupational Index, Inc., New York University, New York 3, N. Y.

Palmer—The A. N. Palmer Co., 55 Fifth Ave., New York 3, N. Y.

Pfaum—Geo. A. Pfaum, Publisher, Inc., 124 East Third St., Dayton 2, Ohio.

Portland—University of Portland Press, Portland 3, Ore.

Prang—Prang Company Publishers, A Division of the American Crayon Co., P.O. Box 581, Sandusky, Ohio.

Prentice—Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y.

Putnam's—G. P. Putnam's Sons, 2 West 45th St., New York 19, N. Y.

Radio Replies—Radio Replies Press, 500 Robert St., St. Paul 1, Minn.

Reinhold—Reinhold Publishing Corporation, 330 West 42nd St., New York 18, N. Y.

Remsen—Remsen Press, 26 Court St., Brooklyn 2, N. Y.

Romig—Walter Romig, Publisher, 979 Lakepointe Ave., Grosse Pointe 30, Mich.

St. Anthony—St. Anthony Guild Press, 508 Marshall St., Paterson 3, N. J.

St. John's—St. John's Abbey Press, Collegeville, Minn.

Scott—Scott, Foresman and Company, 433 East Erie St., Chicago 11, Ill.

Silver—Silver Burdett Company, 45 East 17th St., New York 3, N. Y.

Singer—The L. W. Singer Company, Inc., 249-259 West Erie Blvd., Syracuse 2, N. Y.

South-Western—South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio.

S.D.S.—The Society of the Divine Savior, Publishing Dept., St. Nazianz, Wis.

Van—D. Van Nostrand Company, Inc., 250 Fourth Ave., New York 3, N. Y.

Wagner—Joseph F. Wagner, Inc., 53 Park Place, New York 7, N. Y.

Warp Publishing Co., Minden, Nebr.

Webster—Webster Publishing Company, 1808 Washington Ave., St. Louis 3, Mo.

Wilson—The H. W. Wilson Company, 950-72 University Ave., New York 52, N. Y.

World—World Book Company, 33 Park Hill Ave., Yonkers 5, N. Y.

Young America—Young America Readers, 32 East 57th St., New York 22, N. Y.

Young—Young Scott Books, William R. Scott, Inc., 513 Avenue of the Americas, New York 11, N. Y.

Zaner—Zaner-Bloser Company, 612 North Park St., Columbus 8, Ohio.

A Bibliography for Teachers

Teaching Students to Use the Library

*Sister M. Carmel, R.S.M.**

Foreword

The purpose of this bibliography on **Teaching students how to use the library**, is to direct teachers to material that is pertinent to that subject.

For some time I have been interested in a project such as this because beginning students in high school and college lose so much time in trying to find the material that they need.

This bibliography is made up of 43 books that are annotated, 11 readings from university publications of this country, and 2 excellent pamphlets on the subject.

Adams, Harlan Martin, **Junior College Library Program** (A.L.A. & Stanford University Press, 1940), 92 pp., \$2.

A study of library service in relation to instructional procedure. Since the problems are not limited to one class, the volume has value for all schools.

Altrich, Ella V., **Using Books and Libraries** (Prentice Hall, 1940), 86 pp., 75 cents.

A book on the use of libraries for college freshmen. A treatment that is fine and clear.

Baker, Ernest A., **The Public Library** (London: Grafton & Co., 1924), 250 pp.

In this book the author accuses the English libraries of not doing all that they might do for the borrower, and sets down a plan showing how to find and how to use books.

Baldwin, Emma-Williams, William E., **Library Costs and Budgets** (New York: Bowker Co., 1941), 201 pp., \$3.

The library here is treated as an integral part of our system of public education. In the chapters of this book are found careful directions in the use of the library.

Bostwick, Arthur E., **American Public Library** (New York: Appleton & Co., 1941), 414 pp., \$1.20.

Written with the general reader in mind, who is unfamiliar with the library.

— **The Library and Society** (New York: H. W. Wilson Co., 1920), 474 pp.

Through this study of teaching the library runs the idea that service to the community is the primary object for the existence of the library.

Chancellor, John, **The Library in Action** (Chicago: A.L.A., 1939), 269 pp., \$3.

This is a good outline of library service. Any student using this text will finish it with a clear idea of how to use the library.

Chancellor, John, and Tomkins, Meriam, **Helping the Reader** (Chicago: A.L.A., 1938), 110 pp.

Showing a practical way of guidance to advisers of beginners in the use of the library. Special attention is given in pointing out tools that are not known by the student.

Dana, John Cotton, **Libraries** (New York: H. W. Wilson, 1916), 299 pp., \$1.80.

In this work the art of librarianship is por-

trayed in promoting knowledge in the instruction in the use of books.

Danton, Emily Miller, **The Library of Tomorrow** (Chicago: A.L.A., 1939), 191 pp., \$2.50.

This book indicates how the library of tomorrow will be more useful, versatile, and diversified as an agency in serving the public.

Doubleday, W. E., **Primer of Librarianship** (London: Geo Allen, 1931), 223 pp., \$1.28.

This book shows the spirit of progress in the entire field of library service. It is the result of work done by experts in administration and routine, prepared especially for use of students.

Fargo, Lucille F., **The Library in the School** (Chicago: A.L.A., 1939), 552 pp.

Making the library an agency for student exploration; teaching the skillful use of books and libraries in the interest of research and self-education.

Flexner, Jennie M., **Making Books Work** (New York: Simon and Schuster, 1943), 271 pp.

This book is intended to put the reader in the way of finding what he wants. It is to erase the artificial barriers between those who sit behind the desk and the reader.

Friedel, J. H., **Training for Librarianship** (Philadelphia: Lippincott, 1921), 224 pp.

Discusses the training for librarians who will direct the reading and study of the returned men and women from service. These methods are to save time.

Hausdorfer, Walter, **Special Libraries** (New York: Special Libraries Association, 1939), 24 pp.

A very instructive case study of twenty libraries to determine their administrative policies. The methods presented can well be worked out in the general library.

Ingles, May, and McCagne, Anna, **Teaching the Use of Books and Libraries** (New York: H. W. Wilson Co., 1940), 3d. ed., 207 pp., \$1.80.

This is a basic book for library usage. It suggests pedagogic ideas, curricular adjustments, and supplementary devices.

Jockel, Carleton B., **Current Trends in Library Administration** (U. of Chicago Press, 1941), 392 pp., \$2.

This book offers working plans designed to evolve into basic systems of organization and interpretation.

Johnson, Alvin, **The Public Library, a People's University** (New York: Leo Grady Press, 1938), 85 pp.

A discussion of the old methods and the new ones. There is no adverse criticism. The new methods are well impressed on the reader.

Johnson, B. Lamar, **Vitalizing the College Library** (Chicago: A.L.A., 1939), 122 pp., \$2.

A new library program designed to bring books into the lives of students more completely.

Keleher, Alice V., **Library Workers** (New York: Harpers, 1940), 56 pp., 72 cents.

An attractive account of the service of the library by means of moving pictures. More work can be done in less space.

Larkin, Anne R., Jr., **High School Library** (Englewood, New Jersey: 1945), 55 pp.

A school reports the progress and methods used in learning the library.

Leger, Henry E., **Library Ideals** (Chicago: Open Court Pub. Company, 1918), 75 cents.

A radical idealism in the library, where true humanism may be fostered and American enlightenment may flourish.

Loizeaux, Marie D., **Library on the Air** (New York: H. W. Wilson, 1940), 364 pp.

This aims to stimulate a wider interest in the library. It teaches the listener how to ask for books. It is an effort to make the useless books useful.

Lyle, Guy R., **Administration of the College Library** (New York: H. W. Wilson, 1944), 601 pp.

The book is fashioned with the primary aim of giving the student a simple, logical, and self-contained introduction to all aspects of the library and the methods employed to get the best out of it.

McClinock, Marshall, **Millions of Books** (New York: Vanguard Press, 1942), 95 pp., \$1.58.

To tell children how to use and to get the most out of their library. This book instructs in the use of libraries from the smallest to the Library of Congress.

McDiarmid, E. W., **A Library Survey** (Chicago: A.L.A., 1940), 243 pp., \$3.50.

This is a picture of the effectiveness of a reference department as a result of certain methods. It stresses the care of giving types of books to types of people.

Moody, Katharine Twining, **The Library Within the Walls** (New York: H. W. Wilson, 1929).

This explains some methods of directing assistants. It also gives a few pointers on how to gain the confidence of readers.

Mudge, Isadore Gilbert, **Reference Books** (Chicago: A.L.A., 1939), 69 pp., 90 cents.

Here are listed about five hundred reference books with a running commentary on each. A careful study of this book will be a great aid in teaching the library.

Osborne, C. H. C., **Library Instructions** (Bedfordshire, England: Sharnbrook, 1943), 131 pp.

This book is valuable in the training in the use of libraries as part of the school curriculum.

Ranganathan, S. R., **School and College Libraries** (London: Madras Lib. Association, 1942), 432 pp.

This book from England says that the school librarian requires a greater capacity and prep-

*Mount Mercy Junior College, Cedar Rapids, Iowa.

aration to be able to render exact service to pupils. He knows the reference books as well as he knows the students, and their relations to one another. The methods proposed here, to do this, are worth our attention.

Rossell, Beatrice Sawyer, *Public Libraries in the Life of the Nation* (Chicago: A.L.A., 1943), 105 pp.

This book shows what libraries and books mean to Americans. It is an over-all picture of the library and its work. It is intended for college people who are thinking of going into library work. The work that is done and how it should be done is told in this book.

Shores, Louis, *Basic Reference Books* (Chicago: A.L.A., 1939), 412 pp., \$4.25.

This book, like Mudge, is designed as a text for introductory work in reference. It is one of the musts before trying to teach anyone the library, or how to use it.

Weeks, Bertha M., *How to File and Index* (New York: Ronald Press Co., 1939), 267 pp., \$2.70.

A concise and clear guide to filing. Detailed instructions are given for alphabetical, subject, centralized, and departmentalized arrangement. An excellent study for one who is learning to use the catalog.

Wheeler, Joseph L., *The Library and the Community* (Chicago: A.L.A., 1924), 417 pp.

This is for librarians who have the social service idea forward in their work. It is based on the idea that to get more people to read, they must be taught to help themselves. Many schemes are presented to get people into the library so that they may be taught the books and how to use them.

Wilson, Louis R., *Library Trends* (Chicago Univ. Press, 1937), 388 pp.

This book explains the need for closer cooperation of librarians with the students.

— *The role of the Adult Librarian in Education* (Chicago Univ. Press, 1937), 312 pp.

This is a way for libraries to extend their understanding of problems and to enable them to increase their effectiveness as educational directors.

Wilson, Martha, *School Management of the Library* (H. W. Wilson, 1931), 209 pp.

Miss Wilson discusses the courses in the use of books and libraries, thus making the library more effective in the school.

— *School Library* (H. W. Wilson, 1939), 169 pp., \$1.25.

In *School Library* are found the directions that have been found useful to meet the changing needs of school library methods.

A.L.A. Education Committee, *School Library Yearbook No. 1*

An explanation of the divisions of the Dewey Decimal classification scheme: pp. 62-63.

California State Dept. of Education, Vol. 5, No. 3, p. 33. Hill, Andrew P., *Modern Library*.

From the view that the library is the most cogent tool in education.

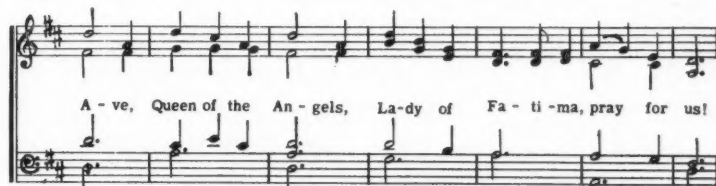
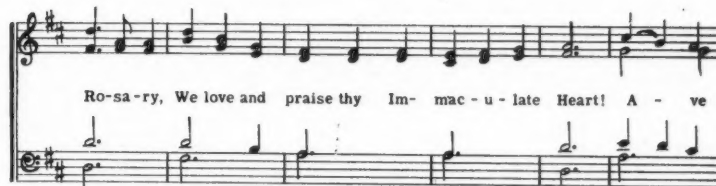
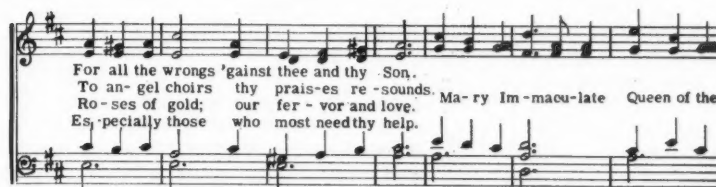
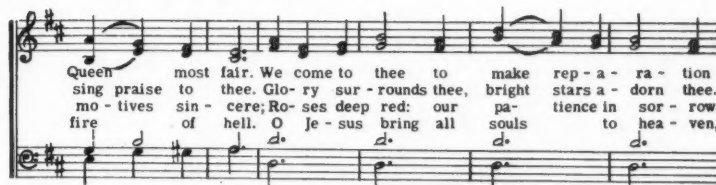
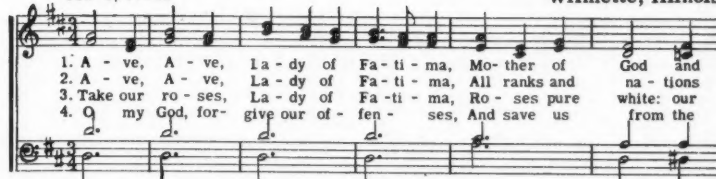
Catholic Education Assoc., Vol. 26: 255-273, Nov., 1929. Farrell, C. J., *Problems of the Catholic Library*.

Catholic Library World, Vol. 10: 3-8, Jan., 1939. Farrell, C. J., *Relative to Catholic Librarianship*.

To "Our Lady Of Fatima"

SISTER JOSETTE, S. C. C.
Wilmette, Illinois.

Con spirito



Imprimatur
SAMUEL CARDINAL STRITCH
Archbishop of Chicago

Copyright 1948
LAWRENCE N. DALEIDEN CO.
218 W. Madison St. Chicago 6, Ill.

— Vol. 14: 201-210, Apr., 1943. Mahoney, Rev. Edward, *Catholic Junior College Service*.

— Vol. 16: 211-213, Apr., 1945. Temple, P., *College Student and the Library, a Strategic Approach*.

Hartford, Connecticut, State Board of Education, *A Manual for Secondary School Librarians*.
How to find books in the library.

Junior College Journal, Vol. 8: 62-65, Dec., 1937. McDearmed, E. W., *Suggestions to Junior College Librarians*.

— Vol. 1: 481-486, May, 1931. Coulter, Edith M., *The Functions of the Junior College Library*.

— Vol. 5: 456-461. Bishop, W. W., *Library Service in the Junior College Library*.

Martin, Mary E., *How to Use Your Library*. Ill., Jacksonville: J. B. Martin, 1947, 36 pp.

An excellent little tool to explain the working of the library so that it may be used more effectively.

University of Southern California, 163-165, '35. Tunison, Fay, *A Critical study of Standards and Practices in the Junior College Libraries*.

Sisters of Saint Joseph of Carondelet, *Library Exploration*. Minn., Saint Paul: 1946, 33 pp. Tools of Learning. 21 pp.

Are manuals of well developed lessons, followed by interesting exercises.

Practical Aids for the Teacher

Mathematics and the Physical Sciences

*Sister Mary of Lourdes, I.H.M., M.S.**

Does the study of mathematics assist the student to more accurate and profitable thinking? If it does not, it is worse than useless and this is certainly the situation if the subject matter is reduced to mere manipulation of meaningless symbols. Logical thinking is essentially mathematical in character and the student in the physical sciences must expect at the very least to use this portion of the mathematical background; otherwise there will be no light but the darkness of a confused collection of miscellaneous facts, which, unfortunately, sometimes passes for knowledge.

Students who pursue courses in the physical sciences usually are equipped with the required arithmetic, algebra, and geometry. Geometry is of particular importance from the point of view of an appreciation of the method of the physical sciences. Geometry, as presented in the secondary schools, is really in its essence a physical science. It abounds with experimental laws controlling the properties of figures drawn on paper which the student can readily verify for himself with the common instruments. Geometry also possesses the logical structure characteristic of every physical theory.

Drawing Diagrams

Obviously, one of the values of geometry in the study of science is the encouragement it gives the student to construct accurate diagrams in his efforts to visualize given physical situations correctly. No matter on what mathematics level the science is taught, if the student does not make a habit of constructing simple diagrams to guide him in the thinking process, he is certain to emerge with some decidedly queer ideas. It is a well-known fact that the mental activity involved in the thinking process is assisted and stimulated by the physical activity of the symbolical representation of concrete situations . . . in other words by drawing figures.

Understanding Units

An understanding of units, too, is a must. Units of length, area, volume, weight, and time, might be mentioned. Possibly a laboratory is essential to help define these units and to make them more meaningful. Space may connote linear distance between two objects; if wall space is calculated, it then means area; then, too, if I say all matter occupies space, then space may mean volume. Can you imagine the state of a student's

mind when he hears for the first time the expression "Air occupies space"? How can a student possibly understand geometry unless he understands space? Isn't the universal difficulty in either the teaching or learning of solid geometry due to the changed meaning of space?

It would be most helpful if students could define and illustrate the following terms — ratio, proportion, equation, simultaneous equations, quadratics, percentage, formula, and graph. By illustration is meant the creation and solution of problems according to definition.

Application of Principles

Teachers of science do not use any mathematics that has not been taught in the mathematics classes. The chief difficulty in solving problems in the physical sciences lies in the lack of practice on practical problems. Students are confused over the multiplicity of mathematical operations they encounter. They know how to perform the operations but are never certain as to when to do it. This difficulty might be overcome if more time were given to the meaning of fundamental operations rather than to the solving of many problems involving them.

Since the metric system of measurement is used to a great extent in scientific calculation, decimals should be stressed. It may not be a serious mistake to a student in mathematics if he writes the answer as 0.6 when it should be 6.0. It does, however, make a great difference when an experiment is being performed and calculation of it being made in the laboratory. The estimation of the magnitude of numerical calculations is of far greater value than doing what most students manage to do — cover an entire page with figures and finally end up with the decimal point in the wrong place. The order of magnitude is important and not the result to five or six decimal places of which only two or three may be significant.

The teaching of squares and square roots demands emphasis. The Law of Inverse Squares is exceedingly important in science since a great number of fundamental principles depend on the understanding of squares and square roots.

Does algebra have a use in the teaching of the physical sciences? Too many students regard the sciences as merely a game in which the solution of a problem consists in the finding of the correct formula; that is, the one which contains just the right number of symbols to fit the numerical data provided. Varied types of mathematical operations are used constantly. As a consequence, the student

must bring together the mathematical knowledge he has acquired and select that which is best suited for the particular problem. In science, there is no alternative — the student must make the mathematics fit the problem, not the problem fit the mathematics. Therefore, the student must learn how to think mathematics if he is to succeed in computing the many problems that arise in science, particularly in the physical sciences. We do not appreciate the shock felt by the student when he encounters algebraic symbols which have definite physical meaning because they represent physical operations in the laboratory. Consequently, it is an absolute necessity that emphasis be placed on the physical meaning of every relation if algebraic symbolism is used in teaching science.

Mathematics offers an excellent opportunity for the development of the powers of logical reasoning. Such powers, once acquired remain, when many of the lessons in arithmetic and all the theories of geometry are long forgotten. Sheer mechanical application of rules and formulas is worthless for the fostering of the development of the reasoning powers but a systematic drill in mathematics may be of great benefit for it. Adjustment of the teaching to special problems defeats its own purpose. When the type of problem is but slightly changed in its wording or construction, the student becomes completely helpless in its solution. Teaching through application is often undesirable since the information is imparted as the opportunity arises — usually in a haphazard manner. The subject matter then appears to the student as a series of disconnected rules and not as a unified science.

The Content of Mathematics

In the teaching of secondary mathematics, three phases of the subject matter must be considered by the teacher. The three rivals that vie for attention are: first, the practical and numerical application and examples; second, mathematical technique; third, the conceptual foundations and basic logical connections. The utility of mathematics is best appreciated by the numerical applications and examples. Under mathematical technique may be listed the various methods used in transformations, reductions, and simplifications of mathematical expressions. The last and most important aspect to be considered by the teacher — conceptual foundations and basic logical connections — sharpens the student's mind, strengthens his power of logical reasoning, and simultaneously aids in maintaining the student's interest and gives him a sense of accomplishment.

Developing Abilities

The development of certain abilities should be part of the regular program in mathematics and science courses. Basic among these abilities is the capacity to read and analyze a problem properly. The organization of the

*Sisters of the Immaculate Heart of Mary, West Chester, Pa. Sister Mary holds an M.S. degree for research from the Institutum Divi Thomae and an M.S. from Villanova College.

problem should depend on the nature of the particular problem rather than a particular pattern for all. Orderly thinking must be stressed and mechanical substitution be avoided whenever possible. A student does more reasoning and masters more science if he applies a definition or a law to the given data of a problem than if he merely applies a known formula. Many of the schemes for the simplification of scientific mathematics are more complicated than the original problem itself. Generally it is advantageous to avoid mechanical tricks when possible and to emphasize the logical application of scientific and mathematical principles.

It is not to be expected that the application of these principles and techniques will make good students of all who register for science courses, but it will help to decrease the number of failures and to develop in all the students the logical reasoning so necessary in the more advanced courses.

Even though the college science textbooks contain a few more problems involving mathematics than found in the high school science textbooks, the same general type of mathematics is required to solve the problems found in books from both levels.

Contrary to what some may believe, a detailed knowledge of higher mathematics, while it may be of great help, is not a requisite for the solution of any of the problems contained in the representative introductory college science textbooks. Therefore, failure

in an introductory science course cannot justly be attributed solely to the mathematics involved.

It is quite possible to justify the teaching of mathematics for the sake of mathematics alone. Aside from this fact, there is most certainly an indispensable and fundamental place for mathematics in our secondary schools if the students are instructed to employ it as a tool and as a manner of thinking in all fields of knowledge.

Selected References

- Bennett, Raymond D., "Trends in the Amount of Mathematics and Science Taken in the High School," *School Review*, 52, 406, 1944.
- Davis, Ira C., "The Mathematics of Most Value to Pupils of Science," *The Mathematics Teacher*, 32, 291, 1939.
- Dunbar, Ralph, "Mathematics Problems in Textbooks in General Chemistry," *School Review*, 49, 532-540, 1941.
- Einstein, P., "Secondary Mathematics in Relation to College Physics," *American Journal of Physics*, 9, 34, 1941.
- Ignatia, Sister M., I.H.M., "Applied Mathematics in General Chemistry," *School Science and Mathematics*, 48, 563-568, 1947.
- Lindsay, "Mathematics for the Student of Elementary Physics," *American Journal of Physics*, 13, 96, 1945.
- Smith, Paul C., "Imperative Need of Mathematics and Science Reiterated," *School and Society*, 55, 437-438, 1942.
- Taylor, James H., "On the Problem of Applied Mathematics," *Science*, 102, 315-320, 1945.
- The Second Report of the Commission on Post War Plans, *The Mathematics Teacher*, 226-232, May, 1944.

to develop standards of evaluation for various types of literature, but there is not sufficient time for students to absorb the implications of these criterions, nor to read the quantity of select material necessary for acquiring the "feel" of such a task. The only solution would seem to be the teaching of literature as a required separate subject carrying full credit, and the mechanics of English as another class. A suburban public school has done this for years and produces graduates who are not only well trained in grammar and composition, but also discriminating readers and playgoers. A division of this type, no matter the cost, would be worth the price. Once an individual reads wisely, his education in other branches will expand.

Train to Read Reviews

Moreover, since few have time to read the voluminous output of our presses, Catholics must be trained to read reviews. Even mediocre monthlies contain these, yet questionnaires proved our pupils unaware of their existence. High school libraries are supplied with the best in magazines as well as bulletins and leaflets issued by publishing companies. It is well worth the time from other classes to instill the value of these aids. This work must be carried on "in season and out of season."

Investigation also revealed that few children and adults knew about the Catholic book clubs which would keep them supplied with excellent material. Now literature about these is frequently distributed.

At present the results of this Catholic reading program are not too apparent, but improving literary tastes is a slow growth. The future is bright, however, for, according to the *Author's League Bulletin* of March, 1948, a report by Dr. Francis Cornell of the U. S. Office of Education seems to show that the writer's audience will be far bigger, and of far higher caliber in 1960 than it is today. By that time the very difficult or graduate level of audience will have more than doubled to perhaps an eighth of the adult population; publications comparable to the difficult *Yale Review* level will seem easy enough reading to 25 per cent of the adults, and those comparable to the fairly difficult *Harper's Magazine* level will be perfectly understandable to more than half of Americans. In view of this forecast, it will be most interesting to see what Joseph Dever has to say in his discussion ten years from now.

Teach Purposeful Reading

Sister M. Vianney, S.S.J.*

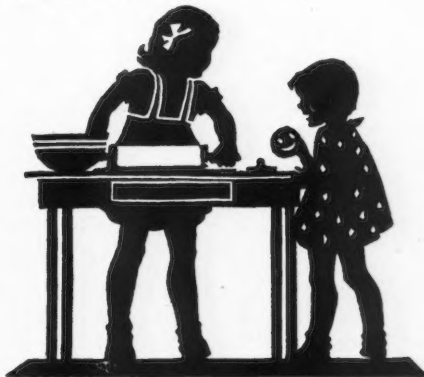
How the standards of Catholic reader taste in fiction can be raised so that our best writers of fiction will not be writing largely for intellectuals is such a difficult problem states Joseph Dever in the summer, 1947, issue of *Between the Lines* that he will not attempt discussing it for at least ten years. Here is one phase of that problem and its partial solution which bears out his statement: Take the reading level of Catholics in the so-called average parishes, e.g., in the city of Detroit. The adults work either in automobile factories or related industries. Many have not completed high school, and few are college graduates. They are more concerned with improving their economic standard of living than with ideas, and see no value in subjects offered in the parochial schools unless they help their children to obtain "good jobs." These Catholics constitute the so-called masses to whom the pictorial, movie, and comic magazines appeal. The *Reader's Digest* and the latest book of the month are their ideas of being well read. It is for these for whom something must be done if the apostolate of the Church is to

flourish. And there is much that can be done through their children.

Consider the vast possibilities for teaching what and how to read when one has plastic youth ten months of the year for twelve years! In the words of Father James A. Magner, "When the student leaves the classroom or is graduated from the school, he should have formed, not an allergy to Catholic literature, but a positive taste, a working knowledge in Catholic books and periodicals, and the beginning of a library of Catholic authors."

At present, Detroit parochial schools are attempting to accomplish this by equipping each literature room in the grades with its own fiction, biography, and other types of literature. Time and guidance are provided for the children's use of the library during school time. Pupils receive recommended lists, and frequent articles about recreational reading are inserted in the parish paper.

In the high school, library reading is correlated with the English course, e.g., a standard novel will be studied in class and a certain number of similar novels will be listed for supplementary reading. An attempt is made



*Nazareth Convent, Nazareth, Mich.

WHY BE AFRAID?

The Story of a Fearless Man, St. Francis de Sales

PART I

NARRATOR: One night Francis de Sales, a student at the University of Padua, was returning from the ambassador's palace. Suddenly he encounters three armed men. . . .

St. F.: Well, it looks as if I'm in for a fight.

NARRATOR: A skilled swordsman, Francis holds off his assailants.

St. F.: Let your friends drop their weapons.

MEN: We didn't mean any harm . . . we only wanted to frighten you.

St. F.: You are fellow students, aren't you?

MEN: Yes!

St. F.: Well, why did you want to frighten me?

MEN: You are good at everything . . . if a point of law arises, we hear, "Go ask De Sales," in religion, "Consult De Sales," . . . if one wishes to learn the latest dance steps, he is told, "De Sales will help you." We thought that, since you were so good at everything else, you would certainly lack *courage*.

St. F.: Why should I be afraid? You could but kill me and whether I die now or later, it is all the same. . . . Go. I'll tell no one of this.

NARRATOR: Francis left Padua, a doctor of laws and returned to his father's castle.

FATHER: You are already Lord of Villaroguet and now you have been invited to become a member of the Senate of Savoy. This is a great honor.

St. F.: I don't care for such honors, Father. . . . I want to be a priest.

FATHER: A priest! It would mean giving up your brilliant career.

St. F.: I'm sorry to disappoint you, Father, but my mind is made up.

NARRATOR: A few weeks later, Francis is found talking with his father.

St. F.: I have just been made provost of the cathedral. Of course, Father, this means that I shall become a priest.

FATHER: Very well, my son . . . I shall not oppose God's will. You may renounce your title in favor of your brother.

MOTHER: I have just heard the wonderful news! I knew that you would be a priest someday. . . . Here is a cassock I have been making for you. . . .

St. F.: Thank you, Mother. . . . I shall wear it at my first Mass.

NARRATOR: Francis was ordained a priest. . . . Soon crowds were flocking to the Cathedral to hear his sermons. When the pastor complained that his sermons were too simple for a man with his education, he replied:

St. F.: I want everyone to understand me, even the most ignorant. The word of God is not intended only for the well educated.

NARRATOR: One day the bishop of the diocese called a meeting of all priests.

BISHOP: The duke of Savoy begs me to send priests into the Chablais district of Switzerland. . . . The people there are bitterly

EDITOR'S NOTE. Sister M. Josepha, S.S.J., adviser to the school paper, "Bells of St. Mary's" of St. Mary's Academy, Dunkirk, N. Y., has submitted this radio script, which was enjoyed by all the classes of her school from grades 1 to 12. The script was prepared by the editor and staff of "Bells of St. Mary's." It was adapted from a pictorial series in the 1942 issues of "The Young Catholic Messenger." Don Sharkey, editor of the latter publication, who wrote the pictorial script, is glad to have us publish this radio version for the cause of Catholic Press Month.

opposed to the Catholic religion. . . . The work will be dangerous. Are there any volunteers?

St. F.: I should like to be a volunteer, your Excellency.

NARRATOR: De Sales's cousin also volunteered to go on the mission.

NARRATOR: After sad farewells, Francis and his cousin, Louis De Sales, started out. . . . The two were going into a region where Catholics were hated. Soon they arrived at the fortress of Baron D'Hormance. The Baron, a Catholic, welcomed the priests but also warned them. . . .

BARON: There have been no priests in this region for sixty years. . . . Your lives will be in constant danger. Every night you must return to the fortress where my soldiers will protect you.

St. F.: You don't paint a very cheerful picture of our prospects, Baron, but we are not afraid.

BARON: It is hard to believe that such a beautiful country should contain such hatred. . . . There is the town of Thonon where no priest dares set foot.

St. F.: Today a priest will set foot there. . . . I am going there at once.

PART II

NARRATOR: Francis walked through the streets of Thonon as if it were not an unusual thing for a priest to visit the city.

VOICES: Look! Isn't he a priest! He has courage to come into this town where no priest has been for sixty years.

VOICES: He certainly has.

NARRATOR: Upon knocking at a near-by door, he inquired of the woman that answered . . .

St. F.: How do you do? I understand a Catholic family lives here. . . .

WOMAN: Why, yes! Come in, Father. There are only seven Catholic families in this town . . . we cannot attend Mass or receive the sacraments because there is no priest . . . the other people in town scarcely speak to us.

CHILD: None of the other children will play with us.

St. F.: That is because these people don't know anything about the Catholic religion. I'm going to show them that they are mistaken about Catholics.

WOMAN: Of all things. You mustn't think of staying here, Father. Your life wouldn't be safe.

NARRATOR: Later, in the Baron's fortress, a servant speaks to Francis.

SERVANT: Your father has sent me with a horse. . . . He has heard that there have been threats against your life, and he wants you to come home.

St. F.: Well, you can see that I'm well protected here in the fortress. . . . Cousin Louis, will you go back and convince my father that I'm all right?

COUSIN: I'll be glad to.

NARRATOR: One night when Francis was coming back to the fortress . . . two armed men wait in ambush.

I. MAN: Don't shoot till he gets a little closer.

II. MAN: This will be a warning for all priests to stay out of this country.

NARRATOR: Meanwhile soldiers were sent from the fortress to meet Francis. . . . They arrive just in time to prevent the armed men from attacking him. Later, he visited the would-be assailants in their cells. . . .

I. MAN: We can't understand you, Father. . . . We tried to kill you, and now you ask that we be pardoned.

II. MAN: Will you tell us about your religion?

NARRATOR: After but a few instructions, both became steadfast Catholics and sometime later, Francis visited a printer.

St. F.: Will you print this article that I have written?

PRINTER: If the people find out that I have done this, they will ruin my shop. . . . But I'll take the chance, Father.

NARRATOR: Because he was one of the first to make use of the printing press in explaining Catholic truths, St. Francis has been made the patron of the Catholic Press.

VOICE I: Did you get one of those pamphlets that the young priest distributed?

VOICE II: Yes! They give clear information about the truths of the Catholic religion.

VOICE III: Maybe the Catholics aren't so bad after all.

NARRATOR: Francis was not allowed to say Mass in Thonon; so every morning he crossed the river to a little chapel on the opposite bank. A few days later, a servant visited Francis (the same servant that Francis had sent to his father).

St. F.: I am glad my father sent you to stay with me. . . . We are going across the Alps to visit the Count of Savoy. . . . He must give us permission to say Mass in Thonon.

SERVANT: But is it not a very dangerous trip at this time of the year, Father? Besides, the people will never permit Mass to be said there. . . .

NARRATOR: They start on their journey and seek shelter at the hospice of the monks of St. Bernard. Soon Francis and the servant arrive at the Count's house.

COUNT: Certainly you may rebuild any of the churches you wish, and I'll give you the money to do it with . . . if anyone tries to stop you, show him this letter.

ST. F.: Thank you, very much, your Grace.

NARRATOR: They return to Thonon, and the work of repairing one of the churches is commenced.

VOICE I: That priest says he is going to say Mass here on Christmas. Are we going to allow a thing like that?

OTHER VOICES: No! Drive the workmen away. Tear down the church.

PART III

NARRATOR: Francis had to make many friends in Thonon in order to overpower his enemies. On Christmas, hundreds of people attended midnight Mass. It was the first Mass to be offered in Thonon for sixty years. In four years, Francis made seventy-five thousand converts in the Chablais district. More priests then were sent into the district. When a great plague arose, Francis worked tirelessly night and day among the sick. Two years later, he was called to see Bishop Granier of Geneva.

BISHOP: You have done wonderful work in the Chablais district. Now, I need you for other duties. I have asked the Holy Father to name you coadjutor. That means that you'll be Bishop when I die.

ST. F.: Thank you, your Excellency. Although I prefer to remain a parish priest, I must bow to God's will.

BISHOP: I knew you would feel that way about it. You will start for Rome at once to see the Holy Father. Before you come back, I wish you to go to Paris to look after some diocesan affairs.

NARRATOR: In Rome, Francis appeared before Pope Clement VIII to be examined for the Bishopric. A large crowd came to hear his clear and accurate answers to the difficult questions. In Paris, the world court flocked to hear Francis' sermon. The King begged Francis to remain in Paris, but he preferred to remain with his poor flock in Switzerland. When Francis was on his way back to his diocese, a messenger came to meet him.

MESSANGER: Have you heard the news? Bishop Granier has died.

ST. F.: My dear friend, Bishop Granier . . . Dead!

MESSANGER: That means that you'll be the new Bishop.

ST. F.: Then I must go home and make a retreat in preparation for this great undertaking.

NARRATOR: Francis became Bishop of Geneva. However, no Catholics were allowed in the city. . . . He had to live in near-by Annecy. The people would have been surprised

if they had seen the Bishop's private room which he called "Francis' Room." He allowed himself no luxuries. Beneath the rich robes of his office he wore a hair shirt. As the bishop he could dress richly, but as Francis he did not. One day Rolland, his servant, excitedly entered the room.

SERVANT: The silver candlesticks are gone! I've looked everywhere for them, but I can't find them.

ST. F.: The silver candlesticks? Oh, I remember . . . I gave them to a poor man who came to the door. There was no money or food to give him.

SERVANT: Gave them away? This is the last straw. You have given away all your money, all your food, and now you are giving away the furnishings.

ST. F.: Well, I'm sure the candlesticks will do the man more good than they would do us.

NARRATOR: As Bishop, Francis continued to hear confessions, and minister to the poor and the sick. The children eagerly came to his classes in Catechism. While Francis and his party were on their way back to Gex, they found the river flooded and impossible to cross. The only other way to go was through Geneva, but Catholics were not allowed in that city. Francis decided to go anyway. "What shall we tell the century at the gate," asked his companions? "Tell them the Bishop of the diocese wishes to pass through," said Francis. All were astounded at his remark.

VOICE I: I don't know what his Excellency is thinking of. He'll never be allowed to enter the city.

NEED PLAYS?

For Those

who may have missed the announcement in the September issue, portfolios of **PLAYS** previously published in **The Catholic School Journal** may be borrowed by subscribers free of charge. Because our collection is limited, only one book is sent at a time, and it is to be returned in two weeks. The following subjects are available:

Arbor Day
Blessed Virgin
Catholic Book and Press Week
Christ the King
Christmas
Easter and Lent
English
Feast Day
Graduation
Halloween
Health
Miscellaneous
Patriotic and Historical
Religious (Lives of the Saints, etc.)
Sacraments
Safety
St. Patrick
Thanksgiving
Vocational Guidance

Write to Subscribers' Service, The Catholic School Journal, 540 North Milwaukee Street, Milwaukee 1, Wisconsin.

VOICE II: Well, he told us to try it. We shall see.

VOICE III: Halt! Who is it that wishes to pass through the city.

VOICE I: The Bishop of the diocese.

VOICE III: Bishop? Diocese? What are they talking about?

NARRATOR: The sentries at the gate did not know who St. Francis was, but seeing his fine clothes, they decided to let him pass. Although the affairs of the diocese kept him very busy, Francis found time to do much writing. His *Introduction to the Devout Life* and other works are still widely read and an inspiration to many. A great disaster occurred in a valley in Francis' diocese. The tops of two mountains fell, burying several villages. Francis was horrified when he heard the news.

ST. F.: This is terrible! I must go to those poor people at once.

SERVANT: You can't, your Excellency. The valley is many miles away and the trails are blocked.

NARRATOR: But nothing could keep Francis from going to the suffering people. He did everything to help them that he could. Later he persuaded the Duke of Savoy to give them back the money they had paid in taxes. In 1662, the Duke of Savoy made a request of Francis, who was then 56 years old.

DUKE: The King of France has just won the Civil Wars and is on his way to Avignon. Will you go to meet him there, your Excellency.

ST. F.: It is your graces' wish.

NARRATOR: Francis was not very well and he knew he would never return from the trip.

ST. F.: Good-by! This is the last time I shall see you. . . . Remember me in your prayers.

NARRATOR: They arrived in Avignon. When necessary, Francis went to the court with the Duke. But he spent much of his time being useful to poor people and visiting holy places, and persons. When the King and the Duke left Avignon for Lyons, Francis accompanied them. The weather had grown cold. There was no room for the party at the inn and that night Francis slept on straw in a loft. They finally arrived at Lyons.

VOICE I: This is the apartment that has been reserved for your Excellency.

ST. F.: Thank you. But this is much too fine for me. I shouldn't feel at home.

NARRATOR: Francis preferred to live in a gardener's house at the convent of the Visitation nuns, an order he had founded. He had a constant stream of visitors.

VOICE I: The Bishop is not seeing his visitors at the door. This is unheard of. He must be ill.

NARRATOR: The servant was right. Later in the day, Francis fainted. He had become very ill. He died a few days later, January 28, 1662, in the little room in the gardener's house. His feast is celebrated January 29, the day on which his body was taken back to Annecy. The people of his diocese mourned the death of their kindly, gentle, learned, Bishop—the man who was afraid of nothing . . . except sin. . . .

Washington and Lincoln in Parallel

Sister M. Dorothea, D.C., M.A.*

The forebears of George Washington were originally from England. The Sulgrave Washingtons came to America in 1657 or 1658 and settled in the county of Virginia, where they became planters. George's father, Augustine Washington, belonged to the third generation of Washingtons to come to the shores of the new world.

None of Washington's ancestors was distinguished, George alone having acquired any celebrity. The family is unknown in any field of invention, discovery, or industry. It may be said that George Washington descended from the common people.

George Washington's father married twice. His first wife was Jane Butler, who gave him four children, two dying in infancy. Lawrence and Augustine survived their mother, and welcomed to their home the future mother of George Washington, Mary Ball, who also belonged to a Virginia family, originally from England. She possessed little or no education, but proved an excellent teacher in life's lessons for her children. She lived to a ripe old age, her husband preceding her in death.

According to record George Washington was born on February 11, 1732, which date has been changed to February 22, with the modification of the calendar. His birthplace was Bridges Creek, Westmoreland County, Va.

When George was seven years old he and his family moved to a farm opposite Fredericksburg, Virginia. When he was 12 his father died leaving his mother with five of her own children, and the two step children. The family really had eight children in all: Lawrence, Augustine, George, Elizabeth, Samuel, John, Charles, and Mildred who died in infancy.

George especially loved his sister, Elizabeth, or Betty, as he called her. He was one year her senior.

In a sense, George Washington, as a boy, was only half educated. The meager formal schooling that he received was in the local elementary school conducted by one of his father's tenants. His later advancement in culture and learning was achieved through his companionship with his brother, Lawrence, and through his association with Lord Fairfax.

George memorized chapters in the Bible, and he knew practically all of Hale's Sermons by heart. He ciphered on a slate, and spent many an evening reading, while lying on the floor before the open fireplace in his own home, and in that of his brother, Augustine, with whom he lived a great deal of the time after his father's death.

Washington was a backwoodsman. As a farmer, his early life was that of the frontier. He traversed the forests around his home, and was a great lover of outdoor sports. He practiced all kinds of athletic exercises, such as running, leaping, wrestling, pitching quoits, and tossing bars. He spent long hours in the saddle. As he grew into manhood he became supervisor of his mother's farms, and was styled a country gentleman.

George Washington was of giant physical build, measuring more than six feet in height. He was well proportioned, dignified, and commanding as a man. He had an open, kind face, a clear skin, gray eyes, resolutely closed mouth, firm chin, square massive jaws, brown hair, drawn back from a high forehead. His hands and feet were extremely large. With his right thumb and forefinger he could easily crack a large-size walnut.

*St. Matthew's School, Monroe, La. Sources used for this study are: Fitzpatrick, Lodge, Sparks, Ford, Musick, Goddard, Marshall, Irving, Guilday, Wister, the Ed. Dept. of NCWC, Tarbell, Bayne, Sandburg, Herndon, and Hertz.

ANCESTRY

The ancestors of Abraham Lincoln came from England. The Thomas Lincolns of the third generation before Abraham arrived in America in 1637. After brief stays in Massachusetts and Pennsylvania, they settled in Virginia, where they established farms. In 1780 Abraham's father migrated to Kentucky.

No one of the Lincoln family, save Abraham, ever attained any fame. Lincoln came from common stock.

PARENTAGE

Thomas Lincoln first married Nancy Hanks, the mother of Abraham. Her forebears came from England and settled in Virginia. His second wife was Sarah Bush Johnston, who though little educated, did much toward developing Abraham's abilities. She died at an advanced age, years after the death of her husband.

BIRTH AND CHILDHOOD

Abraham Lincoln was born February 12, 1809 on Nolin Creek, Hardin County, near Hodgenville, Ky.

In 1816, when Abraham was seven years old, his family moved to a farm in Indiana. A year later his mother, Nancy Hanks, passed away, leaving Abe and his sister, Sarah, orphans. A younger sister had died in infancy. With the marriage of his father to the widow Sarah Bush Johnston, three other children, namely, Sarah, Matilda, and John were added to the family.

Abraham dearly loved his own sister, Sarah, who was one year older than he.

EDUCATION

Abraham Lincoln possessed little or no formal education. In all his life he had even less than a year of regular school. His knowledge and manners were acquired through his repeated readings of the few books that he could get his hands on, particularly the Bible, which he is said to have memorized, and parts of other books, such as Aesop's Fables, Robinson Crusoe, Weem's Life of Washington, and a Dictionary. The instruction and guidance given him by his stepmother, Sarah Bush Johnston, were the means of greatest educational value to him. On many an evening, after his day's work on his father's farm, he would cipher with a piece of charcoal on a wooden shovel while lying sprawled before the fireplace.

OUTDOOR LIFE

Lincoln lived his early years on a farm in the frontier wilderness. He tramped the woods, and delighted in outdoor life. He enjoyed swimming, fishing, horse races, and fox chasing. He was a true country boy. Later, as president, his only exercise was horseback riding. He not only worked his father's farm, but he helped others with theirs, and split the fence rails to surround them. He was his father's overseer.

PERSONAL DESCRIPTION

Abraham Lincoln was extremely tall, rising above six feet, strong, and of great muscular physique, with a generous bearing. He possessed long limbs, large hands and feet, a broad, high forehead, with deep-set iron-gray eyes, high cheekbones, a chin with a forward curve, and a large mouth. His hair was black when seen from a distance. Close up it had a brownish color.

He was characterized by marked open-mindedness, gentleness, understanding, sympathy, kindness, generosity, fearlessness, influence, and the disposition to meet a challenge, to cope with difficulties, and to receive criticism and censure. He believed in a strict morality, and he practiced great abstemiousness.

He was possessed of distinct *courtesy, gentility, hospitality*, sound judgment, good common sense, deliberativeness, decisiveness, *bravery, leadership*, and the *ability to accept unpopularity and criticism*. He never believed in rash action, and he ever and always followed a *strict, moral behavior*.

His outstanding quality in dealing with his fellow men was *justice*. *Honesty* is the best policy, he wrote. He was usually *silent*, thoughtful, and *calm*, yet he is said to have had a *high temper* which at times he found hard to control.

His conversation was practical. He could discuss military, state, and legal matters, but he knew little regarding society. He was in utter ignorance of the foibles and fashions of the day.

He acquired *ability in public speaking* as testified from his writings and his deliveries, yet initially, he *found the going hard*. When he rose to make his first speech in response to Mr. Robinson, Speaker of the Congress, he simply *blushed, stammered, trembled and then took his seat*. As a member of the Virginia legislature with Patrick Henry and Thomas Jefferson speaking off and on, Washington sat in his place every day without saying a word, but when the British army and navy closed the port of Boston — an event comparable to the bombing of Pearl Harbor in 1941 — Washington stood up, and spoke one sentence: "I will raise one thousand men, submit them at my own expense, and march myself at their head for the relief of Boston."

In the *company of ladies*, George Washington was *most silent, embarrassed, and bashful*.

Simple in his personal tastes and habits, he bestowed great attention upon his fellow men. He was always very *kind to the unfortunate*, and to those possessed of little of this world's goods. He once wrote to Mt. Vernon: "Let the hospitality of the house with respect to the poor be kept up. Let no one go away hungry. . . . Supply the poor with necessities provided it does not incur idleness."

He frequently *made financial loans to his relatives*, and he was *instrumental in the education of his nieces and nephews*.

He was called "*Honest Abe*." Despite his usual *calmness and quiet, silent manner*, Lincoln possessed a *fiery temper* which at times he displayed most forcibly.

He preferred the hidden, unobtrusive mode of life, and even in public shied away from speeches and addresses.

On the occasion of the Bowling Green funeral where a huge crowd was awaiting a few words from Lincoln as President, he was so *overcome with stage fright, he could not deliver his speech*; yet Lincoln, as evidenced from his writings, his *Gettysburg Address*, and his *Second Inaugural*, was an orator and statesman of the first order.

In the *society of ladies*, Lincoln was *most timid and self-conscious*. Having known extreme poverty in his life, he *never lost sight of the underprivileged*.

Lincoln *paid debts contracted by his stepmother's children, as well as by their children. He also helped to educate them*.

Lincoln *gave his life for the freedom of the slaves*.

At some time in his life Washington himself is said to have suffered from lack of finances, and even to have been in want. At the death of his father, his mother, though possessed of large lands, had very little cash; and is said to have been obliged to depend upon her neighbors for a living. Washington had to borrow money to go to New York for his inauguration.

He was exceptionally *kind to his slaves*. Though born and educated as a slaveholder, he *did not believe in the institution*. In a letter to his nephew, Lawrence Lewis, he wrote: "I wish from my soul that the legislature of this state (Virginia) could see the policy of a gradual abolition of slavery. It might prevent some future mischief. . . ." As regards his own slaves he was most solicitous for their comfort. He cared for them in illness and in their old age, and he provided in his will that they all be freed with the decease of his wife.

BUSINESS PURSUITS

Because of the *early death of his mother*, and his melancholy disposition Lincoln *had never been young and ardent*. In his nineteenth year he sailed for the first time *down the Mississippi* to New Orleans. After that he *made the trip several times*. It was then that he first obtained knowledge of the conditions of the slaves. He was in the employ of a merchant by the name of Offcut. From this work Lincoln undertook to serve as *deputy surveyor*, at New Salem near Springfield.

Lincoln saw military service in the Indian Black Hawk War. He was not considered a real soldier.

After hard study and much sacrifice, Lincoln finally achieved his one ambition, namely to practice *law*. He set up his office in Springfield.

In the year 1849 Lincoln *obtained a patent* on a device for transporting boats over shallow streams.

In the year 1834, he was *elected to the Illinois State legislature* and was re-elected to the same office.

RELIGION

Abraham Lincoln *attended the Episcopal Church*, but he held membership in no *particular religion*. Almost every speech given by Lincoln contains an invocation to *Almighty God for aid and enlightenment*.

He always preserved a clear conscience. "With malice toward none," were his words; and "I shall do nothing in malice. What I deal with is too vast for malicious dealing."

On leaving Springfield to go to Washington, February 11, 1861, in his *Farewell Address*, Lincoln said in part: "I now leave, not knowing when or whether ever I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that *Divine Being* who ever attended him, I cannot succeed. With that assistance, I cannot fail. *Trusting in Him* who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell."

Washington entered manhood at an early age. His *youth was marred by the untimely death of his father*, and his early responsibilities with his mother. He tried his interest in several business pursuits.

He made *numerous boat trips* on the Potomac, the Rappahannock, and on the Delaware rivers. He was mostly employed, however, on the estate of Lord Fairfax in Virginia, and in time was *appointed official surveyor* of the Fairfax Plantation.

He served in the Virginia forces, and led the troops in the French and Indian War; however, he is said to have lacked real military genius.

Washington possessed a *lawyer's skill* in drafting of documents, as proved by his own will.

He was an *inventor in a sense*, as judged from the many original improvements made in his farming equipment.

In 1758 he was *elected to the Virginia House of Burgesses*.

Though Washington *attended the Episcopal Church*, he is said to have *professed no one religion*. Still, he bought a pew in the Alexandria, Va., Church, and he contributed toward its maintenance.

In 1765, he was elected vestryman but he was not a regular churchgoer. His church attendance was noticed to be more frequent in times of political stress and strain than in times of national calm and quiet.

That Washington was a *man of prayer* cannot be questioned. Regarding the cause of his country, he said he *trusted that Divine Providence* which wisely orders the affairs of men, would enable him to discharge it with fidelity and success.

At headquarters in Cambridge he had prayers morning and evening, and he ordered Sunday services for all brigades and regiments.

In 1774 (June 1), the day before the Boston Port Bill went into effect, Washington went to church and fasted all day.

It was due to Washington's urging that Congress authorized the

employment of army and navy chaplains.

Often in his writings and speeches he used the expression, "*under God*."

In his *Farewell Address* in speaking of religion in education, Washington states: "morality is a necessary spring of popular government. Let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason, and experience, both forbid us to expect that national morality can prevail in exclusion of religious principle."

George Washington attended Mass in old St. Mary's church in

George Washington lost his first great love, Lucy Grymes, to Henry Lee. This *affected him deeply*. Others in whom he was interested were: Frances Alexander, Mary Cary, Ann Spearing, Elizabeth Dent, Mary Randolph, Sally Fairfax, Mary Philips, and finally the 28-year-old widow, Martha Custis, whom he married on January 6, 1759.

Martha Custis had two children, John Parke Custis and Patsy Custis, by her first marriage. Thus, Washington, at the age of 27, was the stepfather of two and later through the adoption of John Parke's son and daughter he extended the duties of a father to *four children*.

George Washington was a *great lover of children*, especially little girls.

The *early death* of little Patsy Custis deeply grieved Washington.

According to John Adams, Washington would not have amounted to so much had it not been for his *wife, Martha Custis*.

When he left for duty in his country's service Washington found it *very difficult* to say *farewell* to his *aged mother*.

In 1774, Washington was *elected a member* of the first Continental Congress, and he was the *leader of the Whig Party*.

In 1775, he was in the forefront of action at the beginning of a great nation's history, and he *led his country in the great American Revolutionary War*. He was often referred to as *The American Fabius*.

To Washington was *entrusted the leadership* in the formation of the new colonial government.

As *Founder of the Union*, Washington figured greatly in the drafting of the *Declaration of Independence*, setting the *colonial possessions* of America free of British rule.

At times fear reigned among the nation's leaders lest Washington become possessed of too much power. *Charges even that he aspired to monarchy were alleged against him*. The "Conway Cabal" was a conspiracy to oust him from commander-in-chief in favor of Horatio Gates.

In 1787, George Washington was *chosen unanimously* by the *Republican Party* as *First President of the United States* and he was *in turn unanimously re-elected* for a second term.

He *served his country* during his eight years of office with an *unstinted generosity and selflessness*.

It was during Washington's administration and *through his influence* that the nation's *capital* located in New York City was *moved* to Washington, D. C.

Upon retiring from public service, Washington delivered his famous *Farewell Address* in Philadelphia in 1796.

George Washington *died* in 1799 at Mt. Vernon near Washington, D. C. He had contracted a heavy cold while riding over his estate. Several *bleedings* were administered him by his attending physician, Doctor Craik, and judged in the light of modern science, Washington actually bled to death.

The *first president of the United States* was buried at his *home*, Mt. Vernon on the Potomac River.

In his *Gettysburg Address* of November 19, 1863, his words were: "... that we here highly resolve that these dead shall not have died in vain; that this nation, *under God*, shall have a new birth of freedom."

Lincoln's first teacher, Zacharia Riney, was a Catholic.

Washington, on May 27, 1787, while in the capital city for the sessions of the Constitutional Convention.

One of General Washington's staunchest friends was Charles Carroll of Carrollton, a member of the Board of War, the cousin of the illustrious Archbishop Carroll and the only Catholic signer of the Declaration of Independence.

ROMANCE AND MARRIAGE

When Lincoln was 26 years old he suffered the greatest *heartbreak* of his sad life with the death of Ann Rutledge to whom he was engaged to be married. *Others* who figured in his attentions were: Nancy Owens, Sarah Rikard, and Mary Todd, whom he married November 4, 1842, and who gave him *four children*: Robert, Edward, Willie, and Tad.

Abraham Lincoln was *very fond of children*.

Lincoln was *grief-stricken* by the *untimely death* of his young son, Willie.

Mary Todd Lincoln to a great extent made Abraham Lincoln what he was.

SERVICE OF COUNTRY

Lincoln's *parting with his stepmother* to enter upon his public duties, is described as *most touching*.

In 1846, Lincoln was *elected to the House of Representatives*. He was the *Exponent of Whig principles* in Illinois.

In 1860, he *led in the greatest crisis his nation ever faced*. He was called *The Great Emancipator*.

Lincoln *administered a tremendous trust* in the reunion of a divided state.

Lincoln *drafted* and issued the *Emancipation Proclamation* declaring all *Negro Slaves* in the United States *free men*. His title is *Preserver of the Union*.

Lincoln was *stigmatized* as "*King Lincoln*," and was denounced even by northerners as a tyrant.

PRESIDENCY

Abraham Lincoln was *elected* by the *Republican Party* as *President of the United States* in 1860, and was *re-elected* to that office in 1864.

There is no question of Lincoln's ever having failed or shirked his duty as head of the nation. He *died a martyr to its cause*.

The state *capital* in Illinois was *moved* from Vandalia to Springfield *through the efforts* of Abraham Lincoln.

Lincoln delivered a *Farewell Address* in 1861 when leaving Springfield for duties in Washington.

DEATH AND BURIAL

Abraham Lincoln's *death* occurred in 1865 in Washington, D. C., and was due to *loss of blood* incident to his assassination.

The *first president of the Re-united States* received *interment* in his *home town*, Springfield, Ill., near the Sangamon River.

Magic Numbers

Daily Drill in the Fundamentals

*Sister M. Matthew, O.P.**

EDITOR'S NOTE: In the September, 1948, issue of *The Catholic School Journal*, Sister M. Matthew explains how her drill, which she calls, "Magic Numbers," develops facility. Two numbers, e.g., 4 and $\frac{1}{2}$, are written on the blackboard in colored chalk. The pupils are, on that day, to master the addition, subtractions, multiplication, and division of these numbers. The first installment of numbers from Sister's drill book appeared in the January issue.

(Continued from the January issue)

7/10 and 3/5		7 and 2/5	5 and 1/3	19 and 1/8	20 1/3 and 6	10 1/2 and 10 1/4
1 3/10	add	7 2/5	5 1/3	19 1/8	26 1/3	20 3/4
1/10	subtract	6 3/5	4 2/3	18 7/8	14 1/3	1/4
21/50	multiply	2 4/5	1 2/3	2 3/8	122	107 5/8
1 1/6	divide	17 1/2	15	152	3 7/18	1 1/41
6/7	divide	2/35	1/15	1/152	18/61	41/42
5/8 and 1/5	5/8 and 1/2	2 1/3 and 1 1/2	6 and 1/8	24 and 1 1/3	30 and 1/2	.98 and .27
33/40	1 1/8	3 5/6	6 1/8	25 1/3	30 1/2	1.25
17/40	1/8	5/6	5 7/8	22 2/3	29 1/2	.71
1/8	5/16	3 1/2	3/4	32 43 1/3	15	.2646
3 1/8	1 1/4	1 5/9	48	18 93 1/3	60	3.62
8/25	4/5	9/14	1/48	1/18	1/60	.27
1 7/8 and 1 7/8	7/8 and 3/16	7 1/3 and 6 3/5	4 1/6 and 1 1/4	16 and 3 2/5	20 and 2 1/6	.56 and .36
3 3/4	1 1/16	13 14/15	5 5/12	19 2/5	22 1/6	.92
0	11/16	11/15	2 11/12	12 3/5	17 5/6	.20
3 33/64	21/128	48 2/5	5 5/24	54 2/5	43 1/3	.2016
1	4 2/3	1 1/9	3 1/3	4 12/17	9 3/13	1.55
1	3/14	9/10	3/10	17/80	13/120	.64
19 and 7/8	3/4 and 2/9	1 1/3 and 1	9 2/9 and 7 2/7	32 and 2/9	98 and 1/3	7.4 and 4.5
19 7/8	35/36	2 1/3	16 32/63	32 2/9	98 1/3	11.9
18 1/8	19/36	1/3	1 59/63	31 7/9	97 2/3	2.9
16 5/8	1/6	1 1/3	67 4/21	7 1/9	32 2/3	33.3
21 5/7	3 3/8	1 1/3	1 122/459	144	294	1.64
7/152	8/27	3/4	459/581	1/144	1/294	.60
1/3 and 1/4	9 1/2 and 3 1/2	3 3/4 and 2	7 1/8 and 6	10 and 2/7	9 and 1/2	9.8 and 7.9
7/12	13	5 3/4	13 1/8	10 2/7	9 1/2	17.7
1/12	6	1 3/4	1 1/8	9 5/7	8 1/2	1.9
1/12	33 1/4	7 1/2	42 3/4	2 6/7	4 1/2	77.42
1 1/3	2 5/7	1 7/8	1 3/16	35 1/2	18	1.24
3/4	7/19	8/15	16/19	1/35	1/18	.80
1/5 and 1/6	20 1/3 and 8 1/4	24 1/6 and 9	5 1/6 and 3	14 1/2 and 9 1/3	31 1/6 and 9	76 and .06
11/30	28 7/12	33 1/6	8 1/6	23 5/6	40 1/6	76.06
1/30	12 1/2	15 1/6	2 1/6	5 1/6	22 1/6	75.94
1/30	167 3/4	217 1/2	15 1/2	135 1/3	280 1/2	4.56
1 1/5	2 46/99	2 37/54	1 13/18	1 31/56	3 25/54	1266.66
5/6	99/244	54/145	18/31	56/87	54/187	.0007
2/9 and 1/10	4 and 1/2	7 1/5 and 4	18 1/3 and 3	20 1/6 and 7	17 and 3 3/8	89 and .34
29/90	4 1/2	11 1/5	21 1/3	27 1/6	20 3/8	89.34
11/90	3 1/2	3 1/5	15 1/3	13 1/6	13 3/8	88.66
1/45	2	28 4/5	55	141 1/6	57 3/8	30.26
2 2/9	8	1 4/5	6 1/9	2 37/42	5 1/27	261.76
9/20	1/8	5/9	9/55	42/121	27/136	.003
					79 1/4 and 18 5/6	18 and .93
					98 1/12	18.93
					60 5/12	17.07
					1492 13/24	16.74
					4 47/226	19.35
					226/951	.05
					18 and 1 1/3	9.67 and 8.4
					19 1/3	18.07
					16 2/3	1.27
					24	81.228
					13 1/2	1.15
					2/27	.86

*Guadalupe School, Santa Fe, N. Mex.

(To be continued)

Aids for the Primary Teacher

NUMBER NUTRIENTS

III. NUMBER UNITS

*Elizabeth C. Schreiner**

During the development of my units of work, I can see great progress in my number work. The progress is gradual, but continual. Here is where problems arise and must be solved and here is where children do so much of their own planning.

A Safety Unit

One of our first activities last year was a unit on safety. The problem arose when children arrived too early at school and the school patrol boys were not yet on duty. Although they had little sense of time, we discussed the distances children had to walk, the streets they crossed, and dangers encountered.

The class decided to walk to each child's house. They decided to do it in four days. They had learned north, south, east, and west in kindergarten and decided to walk in one direction each day, and cover one section at a time.

They found that some children had a longer walk than others. They discovered, by having a child with a watch time them, how long it took the ones at a distance to arrive at school and how quickly the ones closer to school could get there. They planned to leave at the right time and our difficulty was solved.

Of course on the trip number played a big part—house numbers, numbers on fire boxes, number of streets crossed. Concepts were cleared up—long, short, wide, etc.

Other safety work involves number also. Concepts of distance are clarified. "The snowball field is *halfway between* the school building and the back of the playground." "We play *behind* the school building." "Never run *between* parked cars or *in front of* a car." All of these are concepts developed in first grade.

As practically every community in New Jersey has done, we have the 1-2-3 Club. The children stop at the corner, count, and look, making sure it is safe before crossing. Their ability to count from 1 to 3 is required here.

In our room we often have traffic instruction and carry out little units of safety involving number. We arrange a typical street scene on the floor—4 corners, 2 streets intersecting, left and right traffic moving, and children crossing at safe times.

A Bank Unit

We had an excellent bank unit this year. It evolved from our savings plan in the school. When we instituted this plan, we

learned about it from a promoter of the plan. Later we discussed it in our room and created great interest in saving.

Bringing the money to school was one thing, knowing where it went from there was another; so the children asked to take a trip to the Glen Ridge Trust Company. Unbelievable as it may seem, I would say that the class as a whole learned as much about number in one afternoon as I could have taught them in a month in a classroom.

Not only did they increase in knowledge, but their interest was awakened—their thirst for more information aroused, and their confidence in handling money developed.

Because of this trip and their enriched experience, I have encouraged further development by letting them handle and discuss in more detail situations which ordinarily I would explain to them but handle myself.

Some of these situations have been: collecting money for the Junior Red Cross pins, contributing to the Save the Children's Federation Funds, paying entrance fees to school entertainments, and contributing and purchasing toys for ill classmates at Christmas.

Buying Gifts

The last-named activity was most interesting. When the children decided to remember their absent classmates, they voted after a lengthy but logical discussion to bring money to school, put it in one fund, and then divide it, purchasing as many gifts as possible for each child.

They watched the funds grow, keeping accurate account of each addition. Because of their previous experience in depositing bank money, they knew dollars and cents. Some could write the amounts, others could tell me how to write them; but all were very interested in the written totals.

When all was collected, we had \$3.80. Whenever another teacher or the principal came into the room, they had to be informed about the amount collected. This interest encouraged some to write other amounts and ask others to read them. This was done at the blackboard where I could watch so that wrong concepts were not formed.

To divide the money in half was an interesting little episode. They divided each denomination into equal piles and fortunately they all came out even. Better knowledge of the value and size of coins was acquired.

The trip to the store was a good number nutrient. We walked, counted the number of streets crossed, and generally observed numbers on fire-alarm boxes and houses. The

actual shopping was of greatest value. Problems had to be solved and interest was continuous and sincere. Below is a partial list of the problems, all of which were solved by a few of the brighter pupils. Every child helped to solve one or two and all participated.

Problems

How many toys can we buy for each of the two sick children if we have \$1.90 to spend on each?

If we spend \$1.50 for a big game, how many other things can we buy?

Shall we buy the big game for \$1.50 and two or three small things? If one book costs 25 cents, how much will we pay for two books? If one game costs 35 cents how much will two of them cost?

If we buy six toys that cost 10 cents each, how much will all six of them cost?

If a little doll's bed costs 15 cents and a little doll that fits in it costs 10 cents, how much will the whole outfit cost?

Imagine anyone ever thinking that no problem solving is done in first grade! Not only is it done, but the children themselves formulate the problems which arise in their daily living.

To illustrate the way they solved the problems which arose on their shopping tour, I shall take just a few.

If one book costs 25 cents, how much will we pay for two books?

That was an easily solved problem. Many knew that 25 and 25 are 50, so they said "25 cents and 25 cents are 50 cents."

However, the next problem, though similar in form, was not so easy.

If one game costs 35 cents, how much will two of them cost?

Then the trouble began—35 and 35—oh, oh, oh! An appeal for help seemed to flash from the children's eyes to those of the teacher, and I volunteered some assistance.

I did not, however, just give the answer, but tried to stimulate a little thinking. I said, "You know how much 25 and 25 are; now is 35 more than 25?" Someone said yes—25, 30, 35—it is 10 more. (That was what I had hoped, but did not expect to get.) "Well, if 25 and 25 are 50, and 10 more (are 60) and 10 more—?" In chorus—"70—they will cost 70 cents! We found out!"

The satisfaction my youngsters get when they feel that they have "found out" is great encouragement to me and a source of much happiness in teaching number work.

Smaller Units

At Christmas time we had several small units; one was the planning and making of Christmas gifts, followed by making cards and wrapping gifts. Such activities present ample opportunities for use of my "number nutrients." A few of these nutrients and their outcomes follow.

Father's gift was an ash tray made from a large clam shell. The shell was lacquered

*Linden Avenue School, Glen Ridge, N. J.

Kindergarten Dismissal

*Sister Julia Clare, S.S.J.**

on top and on the bottom, a mast was glued on and a tall paper sail slipped onto the mast. On the sail were Father's initials and around the edge of the sail was a simple border made up of short lines and dots, or any design which was not too big to be repeated many times as it completed the border.

Results—enlargement of simple quantitative vocabulary of size: large, small, tall, short, top, bottom. Words of comparison were used as: big, bigger, biggest, many more, and most.

Each child learned his father's initials and how to write them. Some had three letters, some had only two.

Mother's gift presented a new experience for many—counting by 2's. The gift was a corsage made from shellacked nut shells which were glued to the end of strings. Each child cut 5 pieces of string, 8 inches long, and glued nut shells on both ends of these strings. They lay the strings on their desks to allow the glue to dry, and found that they had 5 strings in a row, but 10 nutshells.

Someone counted, 2, 4, 6, 8, 10 and another and another, and we had a lesson—counting by 2's to 10. Of course there were some who could count to 100, so they did. We counted objects as pencils, pieces of chalk, etc. The usual time that I have discovered this readiness for counting by 2's has been about April; but these children found a use and a need earlier because of their Christmas activity. Teaching is so much easier when children want to learn to meet a need!

Wrapping the gifts was hard work, but fun and pleasure too. Each child chose his paper, decided whether he needed a large or small piece of paper, a wide or narrow one, and a long or short piece of ribbon. A few made mistakes in judging the size, and many profited by having seen the errors.

Christmas gave many opportunities for clarifying concepts and building new ones. I shall list a few here, because all of the Christmas work could come under the heading of a "Christmas Unit."

The Christmas play certainly made them conscious of number. Only a limited number of children were chosen from each class, so the children had to select the ones they considered best suited for each part and then choose from that group the required number.

They used terms such as group (children), flock (sheep), more and less.

When we built our "Night Before Christmas" scene, we measured the space and measured the large paper to fit, planned the scene in as good proportions as possible, and counted Santa's reindeer in the book, comparing our team with his.

The Christmas tree offered numerous incidental number nutrients. Ornaments were made proportionate with the size of the tree. Some were hung high, some low, some in the middle, some on top. Objects were put under the tree. We sat around the tree; presents for parents were placed on a table beside the tree. I could "see" their quantitative vocabulary of size, shape, and worth become more meaningful every day.

After a few weeks of what I termed very disorderly dismissals, I decided something would have to be done. The children would be perfect until the signal was given to pass to the cloakroom. They had learned to keep two straight lines and to go by fours into the little room, but on the way, some liked to run, push, or just chatter. I soon found out that dressing in the hall, sitting in the corner, or waiting to leave after everyone was gone made no impression on their little minds. Being children with vivid imaginations, they needed something to keep their imaginations bright. Dull orders or plain facts were tossed like curls.

So, I decided on the mouse game. During the last period we were usually sitting on the floor in a circle. The first day of the experiment we had just finished a story about a clever little mouse who, because he used his head, never went hungry. Little eyes were wide in wonder and admiration at its close. Before his picture left their minds, I said, "Let's pretend we are little mice." Thirty-five little ears waited anxiously for me to go on.

*Holy Rosary School, Rochester 13, N. Y.

I chose about six who I was sure would be excellent mice, and told them to go into the kitchen (the cloakroom) and pretend their hats and coats were cheese. When they had the cheese tight in their hands they were to come out again, still on their tiptoes, so the other mice would have a chance to try for cheese. We chose two of the boys who went home with big brothers to watch and listen to see if our mice were like the one in the story.

The game was a startling success. Each one was in his own make-believe mouse fur and hung on tightly to his cheese until he was safe back on the red circle. "Sister, let's do this every day," was the whisper I heard after the last mouse was all dressed. "I think we shall, you were such good mice," I answered smiling.

Every day at eleven-fifteen we played our mouse game or other games based on similar animal stories. Some days we pretended we were the children of Fátima who wanted to keep quiet to ask God to help sinners. The little five-year-olds, who in their innocence are still holding God's hand, were learning order unconsciously and happily.

The Kindergarten Goes to the Library

*Sister M. Anne, O.S.M.**

To celebrate Catholic Book Week in 1947, our kindergarten class went to the public library. The 73 members of the class enjoyed their day and participated in the nationwide observance of book week.

Although it may sound like a terrific undertaking, it was resolved into a well-arranged program and carried out with the minimum of difficulty. The class was divided, one group for the morning, and the second group for the afternoon. Parents supplied enough cars to transport all the children. Four eighth-grade girls went along to help guide the youngsters through the library.

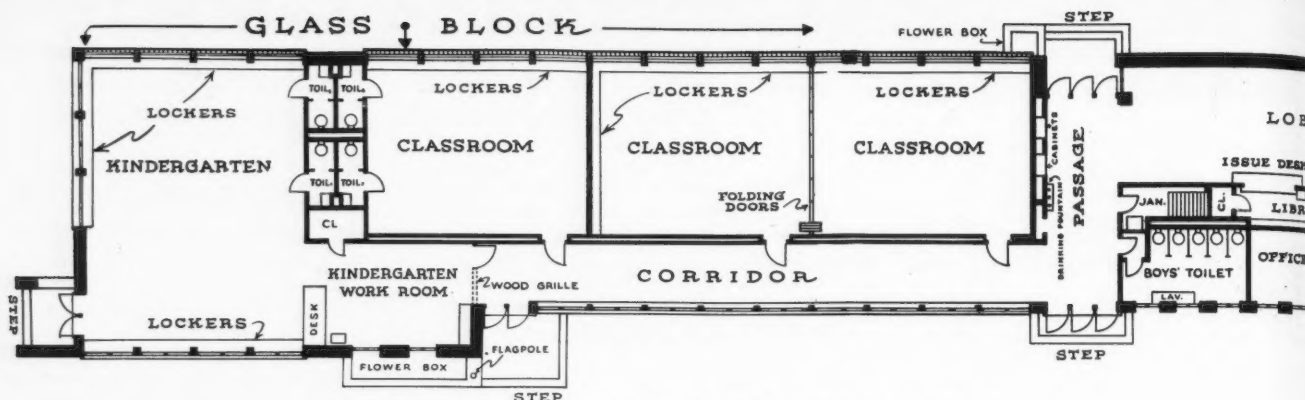
*Holy Name School, Omaha 3, Neb.

Arrived at their destination, the youngsters were taken into the children's room. There they were seated in a semicircular arrangement, and the librarian read them a story. After the story, the children were shown around the room and allowed to look at the books displayed especially for them. The final bit of instruction came when each child was told how to apply for a library card.

The visit of the kindergarten class to the library was given publicity in the local paper. The photographer came to the library and took a picture of two children peering into a large dictionary. The picture was published in the Sunday edition of the paper.



The Kindergarten at Holy Name School Omaha, Neb., visits the Public Library.



Floor Plans of St. Theresa School, Houston, Texas. Walter J. Rolfe, Architect.

A Modern Daylighted School

The new St. Theresa School in Houston, Texas, is more than just a scientifically designed modern structure. It's the first fruit of a careful plan for progressive growth, a plan which could prove useful to other expanding communities with limited funds but unlimited hopes for the future.

Permanent Building and Temporary Uses

Set in the middle of a pine-studded six-acre site, the new grade school proclaims the beginning of an educational and religious project. As money becomes available, it will be integrated through its master plan with an auditorium, a gymnasium, a church, a convent for the teaching staff, and a rectory.

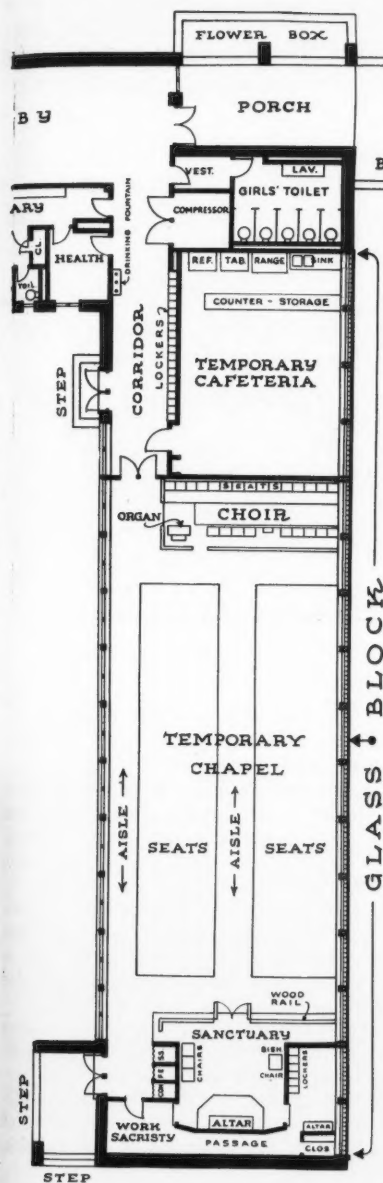
The concept is that of Rev. Ralph Diefenbach, of St. Theresa of the Little Flower Parish. He explained his needs to Walter T. Rolfe, nationally renowned for his architectural work in the educational field.

"Build us a school," challenged Father Diefenbach, "that will keep pace with the times for the next 30 years."

The initial result is a basic school structure reflecting the current ideas in school design and equipment. Built on a single level, it eliminates the hazards of stairs. The outside en-



St. Theresa School, Houston, Texas. Designed by Walter J. Rolfe. The glass block above the casement windows directs sunlight toward the ceiling. The overhanging projection keeps direct glare from the windows.



eventually will offer eight classrooms and a kindergarten with workroom. This workroom and four classrooms are in service now with 245 pupils; the remaining space is used as a temporary chapel. One of the classrooms doubles as a cafeteria.

The classrooms are contained in the legs of the L and are flanked on one side by windowed corridors. At the junction of these legs are the library, school office and control center, lavatories, health office, compressor room, and the janitor's quarters. Over this area there is a second floor housing heating and air conditioning equipment.

Self-Contained Kindergarten

The kindergarten unit, at the terminus of one wing, is self-contained, and isolated from the rest of the school by a birch wood grill, decorated with symbolic animals, across the corridor. While effectively blocking vision, the screen is designed as a louver to permit the free passage of air into exhaust registers in the corridors.

While the decor of this area varies drastically from that of the other rooms, the fundamental details are typical. In all classrooms the initial impression is one of cheerful brightness, created primarily by the large expanse of glass block.

Prismatic Glass Blocks

The blocks, forming an almost continuous band on the northeast and southeast exposures of the building, are of a prismatic type that direct the natural light toward the ceiling. Painted a pure flat white, the ceiling in turn reflects the daylight deep into the room and onto working surfaces.

The panels, running to the ceiling, are set atop casement sash which are installed in concrete and steel frames. On the inside, these frames are beveled where they join the glass block panels to eliminate shadows and provide an unhampered flow of daylight. In the outer wall beneath the sash are 29 built-in metal lockers for clothing and equipment which have proved very satisfactory to teachers and pupils alike.

No shades are used in the classrooms. The light-bending property of the glass block precludes their need over the upper half of the fenestration. The casement windows are shielded from the direct rays of the sun by an exterior concrete visor extending from the base of the glass block panels.

Color Scientifically Chosen

There are no dark finishes to absorb light. Wall paints are in pastel tints, floors and woodwork are in light greens, blues, and yellows. The "blackboards" are green, desk surfaces are light-tone woods.

"The use of glass block," said Mr. Rolfe, "means that the natural light is directed to the white ceiling from which it is reflected evenly over the working surfaces throughout the classrooms."

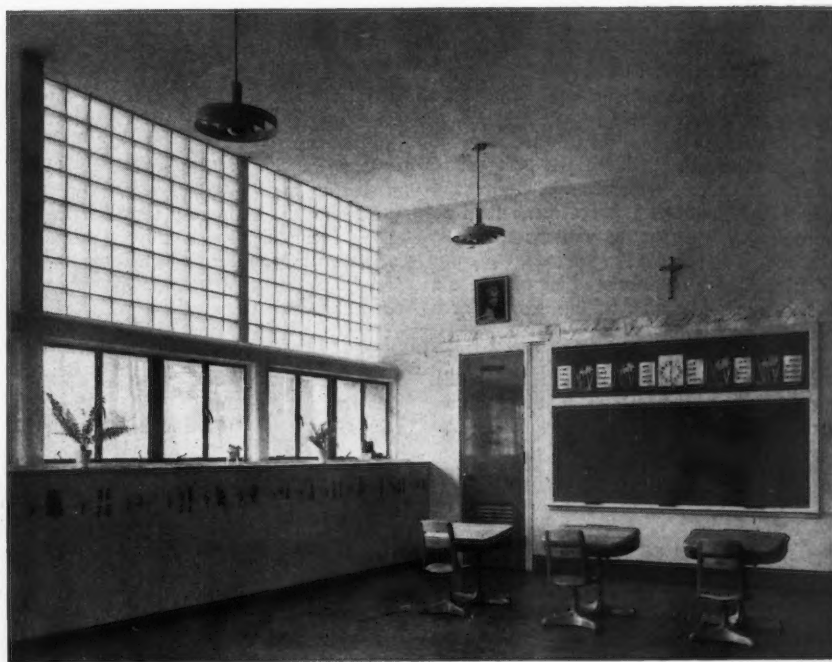
trances are arranged to maintain perfect control of student traffic and to isolate the younger children.

An Achievement in Daylighting

Most importantly, it offers the ultimate in classroom daylighting through a system of fenestration combining prismatic glass block and conventional casement sash. The method, while it minimizes glare and brightness contrasts, provides an even diffusion of natural daylight throughout the classrooms.

An advocate of adequate and controlled classroom daylighting, Mr. Rolfe has plotted much of his design around the fenestration system. Apart from its pure functionalism, glass block also has provided him a medium to relieve the almost stark severity of the exterior surfaces.

Constructed in the shape of an inverted L, the school, with 12,500 square feet of space,



The kindergarten, like all classrooms in St. Theresa School is scientifically daylighted by a combination of prismatic, light-directing glass block and casement sash. The prismatic blocks bend daylight toward the ceiling. Room surfaces and furniture are finished in light colors to provide good seeing conditions.

"The old construction method had as high as a 30 to one across-the-room glare ratio compared to the 3.5 ratio we have obtained. Parts of the room under the old construction were in almost complete darkness. Everyone concerned is delighted with the results."

Detailed Planning

Mr. Rolfe, a member of the Houston architectural firm of Golemon and Rolfe, was given free rein to execute in St. Theresa School his ideas and experiences in educational building. Since 1921 he has served as professor of architecture in several southern colleges, including the University of Texas from 1928 to 1946. He has been architect, designer, and consultant on 400 structures in many parts of the nation and served three years as chairman of the American Institute of Architects' national committee on education.

The kindergarten and first-grade classroom offer further examples of his experience in this field. In keeping with the planned isolation, Mr. Rolfe has provided separate toilet facilities for each room. Both rooms have doors opening to the playground, another means to achieve safety by isolating the smaller children from those in the higher grades.

Other details of the kindergarten include 59 additional lockers on two other sides of the room, a large closet for materials, and ample work surfaces plus a sink in the adjoining workroom.

Joint class activities are made possible in the other two classrooms in this wing through use of a folding partition. This provides an unhampered expanse of more than 60 feet, ample "throw" for a large projector or motion picture image.

At the end of these two rooms is a 10 ft. wide passageway cutting across the wing and merging with the main lobby. There are triple entrance doors at either end of the passageway to accommodate the traffic flow from these upper-grade classrooms.

The main lobby, more than 50 feet long, is monastic in quality but escapes being stark through an adroit utilization of color and materials. A solid wall of cut stone runs its entire length, the texture and mass lending architectural importance to the area. Opposite, and framed by a high wainscoting of tile, is a library issue desk with a roll-up door of birch above the counter.

This desk also serves as a student contact point with the main office and the health office. The control board of a public-address system is installed in the office with separate



A Close View of St. Theresa School.

circuits to individual loud-speakers in the classrooms.

The fifth working classroom is in the second wing and is fitted with kitchen equipment for its lunchtime role as a cafeteria. Locker accommodations for this room are installed in the corridor which is blocked at this point with a temporary wooden partition fitted with double doors opening into the chapel.

Definite Identity for Church

Beyond this door functionalism loses its identity under the panoply of religious ornamentation. Unhampered by partitions, the chapel is more than 90 ft. long with a choir loft at one end and the sanctuary at the other. The area is endowed with unusual radiance by the panels of glass block. The sound-reducing quality of the block is instrumental in creating an atmosphere of quiet reverence.

Actually the temporary construction of the chapel exemplifies strict utility. The sanctuary is framed in wallboard which forms partitions for the confessional boxes, a background for the altar, and screens the work sacristy and vestry.

This temporary construction can be removed when the permanent chapel is erected and the area is converted into three classrooms—its original purpose.

Heating and Air Conditioning

The duct system for carrying warm or chilled air originates in the machinery room above the main office. Air is warmed by passing contact with gas-fired heating coils housed in the room or chilled by contact with a cooling coil actuated by a compressor installed in a room off the main lobby.

Both flows utilize the same duct system discharging air into both rooms and corridors simultaneously. Part of the return air is drawn into corridor louvers and carried through channels in the partition walls.

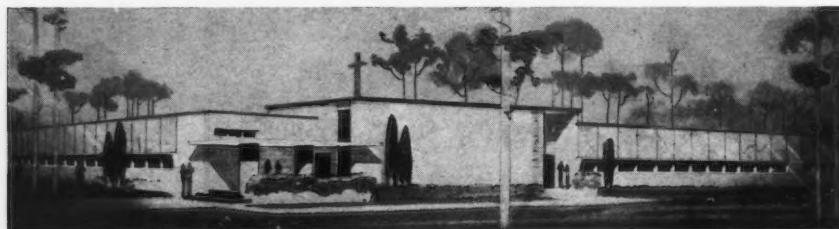
Other considerations in the construction were low maintenance costs, and permanency. Floors are of cement, asphalt tile, and terrazzo; glazed tile is used throughout the corridors. The exterior is an adroit blending of such long-lasting materials as fieldstone, brick, concrete, and redwood.

Facility of Maintenance

In addition to its light transmitting qualities, glass block has the further advantage that it requires no painting and a minimum of maintenance. Frequent cleaning is unnecessary because the smooth block surfaces have little affinity for dirt and dust, and when cleaning is required it can be done quickly and economically.

The total cost of the building and equipment was about \$180,000, a sum far outbalanced by the advantages in modern equipment, excellent planning, good natural lighting, and lasting construction.

It is the foresight in planning, however, that is of prime importance. The school is keyed not only to a program of growth which might be applied similarly to those of any community but is designed to keep pace with both population increases and tomorrow's educational requirements.



Complete Perspective of St. Theresa of the Little Flower Parish. The plans call for a gymnasium, auditorium, church, convent, and rectory integrated with the school.

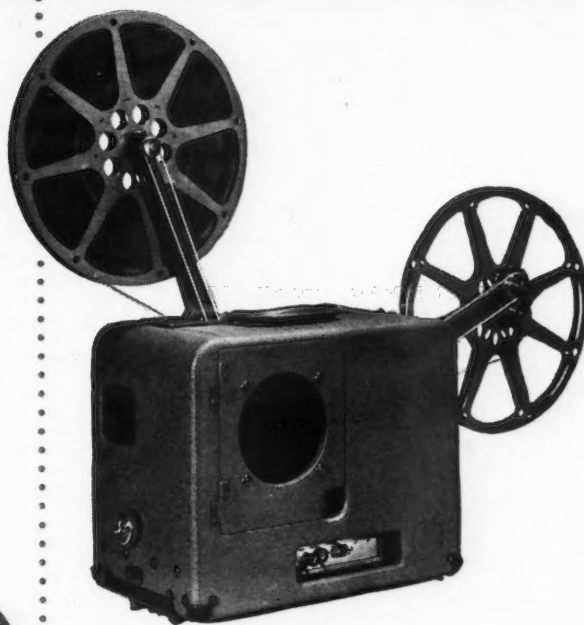
Here's Help for Busy Teachers

Bell & Howell Filmosounds

Designed Especially for School Use

Yes, in thousands of schools today, motion pictures are helping maintain and even enhance educational standards . . . in spite of large classes, crowded buildings, and the shortage of teachers. Research studies and daily experience have both proved that motion pictures help students learn more, in less time.

For the top-quality projection that's essential to a fully effective audio-visual program, leading educators have long depended upon Bell & Howell Filmosounds. There are Filmosound models for every school need, from the Filmoarc for the largest school auditorium to the two lightweight models shown here. And every Filmosound is *guaranteed for life!**



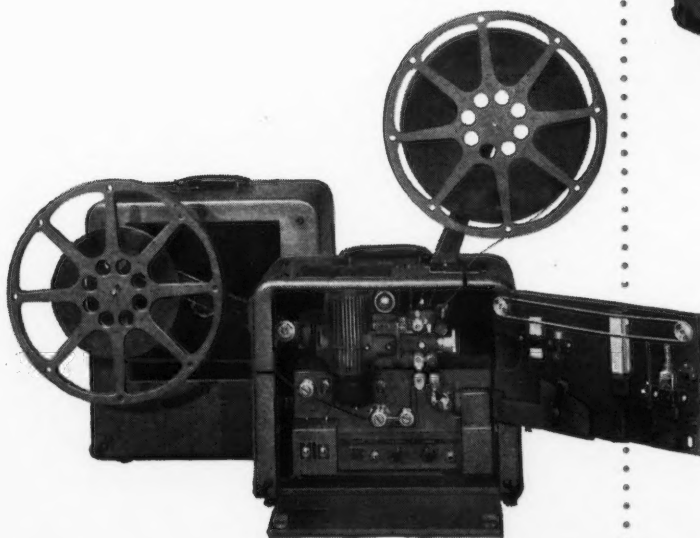
ONE-CASE FILMOSOUND

Smaller, lighter, and lower in cost than any previous Filmosound, yet provides more than twice the sound output of other small sound film projectors. A superb classroom machine.

NEW ACADEMY FILMOSOUND

With its larger speaker (8-inch and 12-inch models available) built into a second case, this projector offers additional audience-handling capacity . . . meets a wide range of school needs.

*During life of product, any defects in workmanship or material will be remedied free (except transportation).



For full details, write Bell & Howell Company, 7188 McCormick Road, Chicago 45. Branches in New York, Hollywood, and Washington, D. C.

Precision-Made by

Bell & Howell

Since 1907 the Largest Manufacturer of Professional Motion Picture Equipment for Hollywood and the World

Audio-Visual Aids: A Cooperative Service

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.,* Compiler

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

X. State Legislature

16mm. Sound. 22 minutes. Academy Films, 844 Seward St., Hollywood 38, Calif. Sale: Color, \$180; Black and White, \$90.

Contents. The film shows how a law is passed in the state legislature of one of our states. The preparation of the law. The work in the legislature reference library and the conferences with various state departments and officials before the new bill is presented.

The introduction of the bill and the holding of public hearings. The debate on the assembly and senate floors. The recommendation of the committee. The use of a modern electric voting machine. After the passing of the bill by both houses the signature of the Governor makes it a law.

Appraisal. A well-prepared film.

Utilization. In upper grades and high school. With proper preparation this film will accomplish a good deal toward the understanding of legislative processes. This movie should be a fine device for schools at quite a distance from state capitals.

X. Habemus Papam

35mm. film strip. 64 frames. Herbert E. Budek Co., Dickinson, N. Dak. Sale: \$3. Black and White. Manual.

Contents. This film strip shows the conclave and the celebrations of the coronation of Pope Pius XII. The frames show the cardinals, the preparations of the rooms, the voting utensil, the ballot, the voting procedures.

The coronation ceremonies are illustrated from scenes in St. Peter's Square and in the church.

Appraisal. This is a very good strip. An extensive teacher's manual presents much pertinent material.

Utilization. In high schools and colleges. Also adult groups. An excellent tool for providing an understanding of the pageantry of the Church and its meaning.

X. A Walk Through Vatican City

35mm. film strip. 54 frames. Herbert E. Budek Co., Dickinson, N. Dak. Sale: \$3. Black and White. Manual.

Contents. The pictures show the various parts of Vatican City. The traveler proceeds from St. Peter's Square through the Bronze Gate leading to the Vatican churches and palaces. From the German Cemetery we are permitted further after securing a pass.

St. Martha's Square, St. Stephen's Church, the Railroad Station, the Radio Station, and many other monuments are viewed.

*Registrar and Professor of Education at Marquette University, Milwaukee, Wis.

Appraisal. The photographs are excellent and a well-prepared teacher's manual supplies much additional background.

Utilization. In grades and high school. The photographs give a much better idea of the beauty of these scenes than a printed picture could give. The children will enjoy this walk. This film can well be used with the movie "The Story of the Vatican."

X. Dinner Party

16mm. Sound. 20 minutes. Simmel-Meservy, 321 S. Beverly Drive, Beverly Hills, Calif. Sale: \$98; Rental, \$7.50. Black and White.

Contents. A picture of a semiformal dinner party where correct and incorrect manners are used. This forms the basis for a discussion of the situations involved.

Appraisal. A thought-provoking movie.

Utilization. In high schools. Will help many students to understand how to act in certain situations which they face with concern.

X. Energy in Our Rivers

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Sale: Color, \$90; Black and White, \$45. Rental available.

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

Contents. The use of water power to turn grindstones to sharpen tools and millstones to grind grain. The building of dams and hydroelectric plants to furnish electricity to cities and factories. The irrigation of deserts.

Appraisal. A good picture of the development of power plants.

Utilization. In high schools.

G. A Pioneer Home

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Sale: Color, \$90; Black and White \$45. Rental available.

Contents. The lives of our pioneers. The physical surroundings and home furnishings. The hard work and simple pleasures.

Appraisal. A well-planned movie.

Utilization. For primary and intermediate grades. It is most difficult to portray for young children the conditions under which our forefathers lived. This movie will help us to develop an understanding of the early American milieu.

X. Algebra in Everyday Life

16mm. Sound. 10 minutes. Coronet Films,

Coronet Bldg., Chicago 1, Ill. Sale: Color, \$90; Black and White \$45. Rental available.

Contents. There is nothing mysterious about algebra. It is only a language of numbers. Students will realize this as they see Grace and Bill solve a problem which confronts them in the preparations for their annual school revue. With emphasis on these three basic algebraic steps: (1) observation, (2) translation, and (3) manipulation and computation, this film shows how algebra is used in everyday life as well as in specialized fields.

Appraisal. A good movie well suited to motivate the study of algebra.

Utilization. For junior and senior high schools. The teacher will follow this presentation with other instances of the use of algebra in lifelike situations.

G. Baby Meets His Parents. Helping the Child to Face the Don'ts. Helping the Child to Accept the Do's.

Parts I, II, III of Personality and Development. 16mm. Sound. Each part 11 minutes. Encyclopaedia Britannica Films, Wilmette, Ill. Sale, each part, \$45 or \$121 for the three reels. Black and White.

Contents. The emergence of the personality during early childhood is the general theme of the series. *Baby Meets His Parents* illustrates the basic idea that differences in personality are due not only to heredity but to individual treatment and environment during infancy and early childhood. The film then shows how the baby's needs of food, elimination, and loving care must be met completely if he is to meet the world with confidence and a feeling of security. Part II shows how the child is faced with a world of "don'ts," used to protect the child from danger, to restrain him from taking things belonging to others, and to teach him to respect the rights of others. The third film, *Helping the Child to Accept the Do's*, illustrates how a child is expected to conform to these mandates of politeness and personal living.

Appraisal. These films should be used as a basis to develop the right kind of understanding of child development in our classes in education, psychology, home economics, nursing, and sociology.

Utilization. In high schools, colleges, and adult groups. We should point out to our classes where the Catholic viewpoint differs from the principles demonstrated in the film. Most teachers will welcome these movies.

X. The British Isles

16mm. Sound. 11 minutes. Encyclopaedia Britannica Films, Wilmette, Ill. Sale, \$45. Rental available. Black and White.

Contents. A survey of the British Isles, showing why it is one of the most important regions of the world. The physical characteristics of the islands, the life and character of the people, economic life, food supply and the vital importance of overseas trade to the British are all analyzed.

Appraisal. A fine geography film.

Utilization. In grades and high school. To assist in the development of an understanding of human geography.

Loyola Films Appoints New York Distributor

Loyola Films, Los Angeles 45, Calif., producers of Biblical films for Catholic schools, has installed a complete set of 17 Loyola Biblical films at the office of National Cinema Service, 71 Dey St., New York, N. Y.

This library will serve southern New York, Connecticut, northern New Jersey, and eastern Pennsylvania. R. J. Cannon of National Cinema Service will arrange, without charge, special preview showings for groups of parochial teachers.

Catholic Educational Recordings

...a rich contribution to
Catholic instruction in the classroom



Lives of the Saints

15 Vivid, Inspiring Recordings

Authentic and realistic dramatized scenes from the great lives, sacrifices and triumphs of the Saints. Every Catholic teacher will recognize their spiritual eloquence, and find them a vital aid in the teaching of Catholic concepts. Recordings, played at 33 $\frac{1}{3}$ rpm, give an uninterrupted fifteen-minute story on each side. Detailed teaching notes accompany each record.

... "Faith and Freedom" Stories ...

16 Stirring, Dramatized Recordings

A rich collection of dramatic narrations, developed as an aid for the teaching of Catholic leadership and social relationships. Entire series selected from the Faith and Freedom Readers, published by Ginn & Company. These 16-inch transcriptions, played at 33 $\frac{1}{3}$ rpm, contain a fifteen-minute story on each side. Comprehensive teaching notes and lesson plan with each record.

... RCA Victor Dual-Speed Transcription ...

Player. Specially designed for the classroom

This high-quality transcription player plays standard phonograph records and up to 16-inch transcription records. Two separate motors supply constant speed to turntable—one for 78 rpm and one for 33 $\frac{1}{3}$ rpm. A 7-watt amplifier and detachable 8-inch loudspeaker supply full power for high-quality voice or music reproduction in classroom or small auditorium.



Fill in and
Mail Coupon Today
for Complete Details

EDUCATIONAL SERVICES

RCA VICTOR



DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

EDUCATIONAL SERVICES (21-B)

Radio Corporation of America, Camden, N. J.

Please send full information on

☐ Catholic Educational Recordings

☐ RCA VICTOR Transcription Player

Name _____

School or Church _____

Address _____

City _____ State _____



Prepared under the Direction of the
Rt. Rev. John R. Hagan
 Formerly Superintendent of Schools

DIOCESE OF CLEVELAND

by

Sister M. Elizabeth, H.H.M.
 Sister M. Margaret, C.S.J.
 Sister M. Marguerite, S.N.D.
 SISTERS COLLEGE OF CLEVELAND

The CATHOLIC SCHOOL SPELLER

The popularity of this new spelling series is indicated by its many adoptions. The series is adopted in the

Archdiocese of Indianapolis

Archdiocese of Milwaukee

Archdiocese of Baltimore

Diocese of Cleveland

Diocese of Evansville

Diocese of Fort Wayne

Diocese of Hartford

Diocese of Kansas City

Diocese of La Crosse

Archdiocese of St. Louis

Diocese of Lafayette

Archdiocese of Washington, D. C.

Diocese of Leavenworth

Diocese of Richmond

Diocese of St. Joseph

Diocese of Savannah-Atlanta

Diocese of Wheeling

Diocese of Youngstown

The Catholic School Speller is used in hundreds of Catholic schools in all parts of the country in Dioceses that do not have uniform adoptions. We believe that our planned lessons, which bring word mastery to children, are in good measure responsible for the enthusiasm with which the series is accepted.

LIDLAW BROTHERS

CHICAGO 6 • NEW YORK 3 • SAN FRANCISCO 5 • DALLAS 1 • ATLANTA 3

BASIC TEXTBOOK PROGRAMS FOR ELEMENTARY AND HIGH SCHOOLS

Catholic Education News

SIGNIFICANT BITS OF NEWS

Catholic Art School

The Catholic Arts Association of Mount St. Joseph-on-the-Ohio is planning the establishment of a Catholic art school. The project was discussed at its annual convention in Cincinnati, December 28-30. The convention program included, as well, lectures on music, literature, journalism, church building and decorating, and other subjects.

Critical Periodical

Renascence, the official publication of the Catholic Renaissance Society, is being published at Marquette University in Milwaukee. Dr. John Pick, of the department of English, is editor; Sister M. Loyola, S.S.N.D., of Mount Mary College, associate editor; and Professor Clarence R. Wilkinson of the modern language department at Marquette, managing editor. The purpose of the magazine is the critical evaluation of contemporary Catholic writers and the stimulation of scholarship in literary fields. The first issue, concerned largely with the French school, includes articles by Mother Grace, O.S.U., of the College of New Rochelle; Helmut A. Hatzfeld, Catholic University of America; Maurice Lebel, Laval University; Joseph J. Reilly, Hunter College; Francis X. Connolly of Fordham; and Dr. Pick.

Education in Germany

In a speech dealing with the "reorientation" of the German people, Alonzo G. Grace, director of the Education and Cultural Relations Division of American Military Government for Germany, stated, "The true reform of the German people

will come from within; it will be spiritual and moral."

Rather than impose upon the German people a school "reform," disregarding local traditions and conditions, Grace proposed to substitute the idea of educational progress. The purpose of American occupation policy is to indicate to the people of Germany that: (1) the education of children and youth should be organized and developed to procure equal access to education for all, irrespective of race, class, creed, or economic status; (2) each individual be allowed to procure the type of educational opportunity for which he is endowed; and (3) each person as a result of his schooling, be able to make a maximum contribution toward international understanding and the development of social justice.

SCHOOL ITEMS

Portable Planetarium

Cathedral High School in Boston had the privilege of being the first school to operate the portable planetarium—the first of its kind—recently developed by Clyde Albee of the Boston Museum of Science and Charles A. Federer, Jr., editor of *Sky and Telescope*, an astronomical magazine. The planetarium, which can accommodate 50 people at a time, shows all familiar constellations and planets and can be adjusted to show the heavens from any point on the earth's surface at any time of the year and at any time of night.

Public-Parochial Radio Series

High school pupils in Massachusetts parochial and public schools are co-operating in the presentation of a series of dramas over Boston's Station WEEL. The programs are generally entitled "Tapestries of the Past" and tell the stories of men and women who were outstanding for their courage and their wisdom. So far St. Francis of

Assisi, a Yankee sea captain, and the importance of Quincy, Mass., as the birthplace of American independence have been used as themes. Parochial students are to devote some of their programs to men and women who have helped to develop American education.

Gift of Sodalists

On Christmas Eve, His Holiness Pope Pius XII received a spiritual bouquet totaling nearly a million Masses, a gift from the Sodalists of the United States and Canada. The number, 924,970 Masses and 762,575 Holy Communions, was the largest in the history of the annual Sodality gift to the Pope, which began in 1933.

BUILDING NEWS

Modesto, California

St. Stanislaus Parish has dedicated its new elementary school, staffed by Sisters of the Holy Cross. It has eight classrooms, a kindergarten, library, and clinic.

San Francisco, Calif.

The diocese of San Francisco is planning three new high schools. A 16-acre tract has been purchased for a co-educational Catholic high school in East Oakland. The Brothers of Mary are to conduct Riordan High School for boys in San Francisco, and a central high school in Greenbrae for boys and girls will be directed by priests and Sisters of the Most Holy Names of Jesus and Mary.

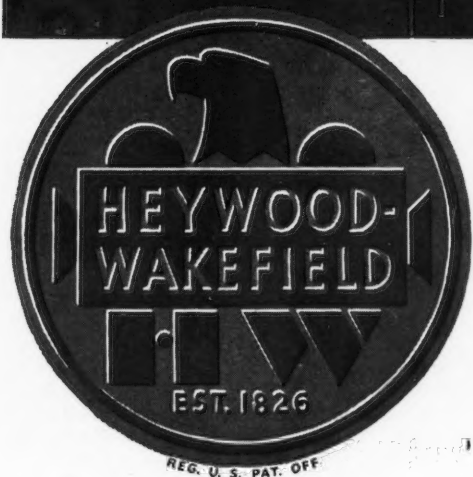
Erie, Pa.

The newly consecrated auxiliary bishop of Erie, Bishop Edward McManaman, has given a purse of \$15,756, collected for him by his friends and parishioners, to the building fund of St. Peter's Cathedral elementary school.

(Continued on page 24A)

New Glen Lake School For Boys Has Modern Tubular Furniture Throughout

All classrooms in this modern Glen Lake, Minnesota school are equipped with Heywood-Wakefield tubular steel furniture. (Installation arranged through Farnham Stationery & School Supply Co., Minneapolis, Minn., Distributors for Heywood-Wakefield Co., Menominee, Mich.)



BECAUSE of its rugged construction and flexibility in meeting varying classroom needs, Heywood-Wakefield welded tubular steel furniture was a logical selection for this fine new Glen Lake school. Illustrated above is a typical classroom, all of which are equipped with Heywood-Wakefield table desk S 1008 and chair S 915. Both are available in graded sizes, and provide a combination which can be arranged easily in a variety of ways.

Write today for the illustrated folder showing the complete line of Heywood-Wakefield school furniture. Heywood-Wakefield, School Furniture Division, Menominee, Mich.

SCHOOL FURNITURE DIVISION



Good Food for

Pleased Guests



Finesse...

It's wonderful, what you can do with Sexton gelatine desserts! Be as showy or as subtle as you please. Low in cost, they have irresistible allure... and the taste confirms what the eye foretells. Only the finest ingredients, the purest of true-fruit flavors are good enough for our label or for your table. Sexton instant pudding desserts have the same unsurpassed quality. Serve them often.

Catholic Education News

(Continued from page 22A)

Storrs, Conn.

The Chapel of St. Thomas Aquinas was dedicated on the feast of Christ the King on the campus of the University of Connecticut.

Monticello, Iowa

Sacred Heart Parish School completed a \$20,000 remodeling program during the fall.

Center Square, Pa.

A school for St. Helena's Parish is now under construction.

Raleigh, N. C.

New schools in the diocese are Father Paul

Memorial School in Kinston, directed by Friars of the Atonement, and St. Madeleine's parish school in Lumberton. Both schools, for Negroes, are staffed by Sisters of the Precious Blood.

Waukesha, Wis.

The cornerstone for Catholic Memorial High School has been blessed.

Belmont, N. C.

Brendan Hall, the new gymnasium for St. Leo's Military Academy, was recently dedicated.

Superior, Wis.

Christ the King Cathedral parish is campaigning for funds to build a new school.

Rochester, N. Y.

A \$100,000 community center for the youth of East Rochester was dedicated recently.

La Crosse, Wis.

A new \$2,000,000 building will soon house Holy Cross Diocesan Seminary.

Baton Rouge, La.

St. Joseph Academy's Medaille Hall, housing a gymnasium and cafeteria, was completed this fall.

Louisville, Ky.

Cornerstone ceremonies for St. Agnes school took place November 6.

Montour Falls, N. Y.

The Friars of the Atonement are remodeling a former private school, Cook Academy, into a preparatory seminary.

Marked Tree, Ark.

The town's thirty Catholic families are building a combination church and school, St. Norbert's, under the direction of Rev. Lawrence Maus, pastor in Weiner, Ark., the parish which serves the mission in Marked Tree.

Sauk Centre, Minn.

The new St. Paul's parochial school was dedicated in November.

Norristown, Pa.

Holy Saviour School, directed by Sisters, Servants of the Immaculate Heart of Mary, this year moved to a new 22-room school building purchased from the Norristown school board.

Philadelphia, Pa.

St. Helena's Parish, Centre Square, Philadelphia, has begun the erection of a new school of the one-story type to cost about \$110,000.

Webster Groves, Mo.

The new Mary, Queen of Peace parochial school at Webster Groves, Mo., was dedicated recently by Archbishop Joseph E. Ritter. The 3-story building of Carthage stone has 10 classrooms, a chapel, a cafeteria, and an auditorium-gymnasium. The chapel will be used as the parish church.

PUBLIC SCHOOL RELATIONS

Double Taxation

Rev. John J. Cavanaugh, C.S.C., president of the University of Notre Dame, speaking before South Bend's Serra Club, asked Catholics to help find a solution for the double education taxes they are now forced to pay. He further urged that Protestants and Jews, conducting their own schools be made aware of the injustice from which they, too, suffer, for religious education must be fostered and protected if America is to be saved from secularism.

Protestant Movements

The United Lutheran Church in America at its 16th biennial convention in Town Hall condemned legislation handicapping private schools and fostering federal control of learning. Other resolutions urged a vital Christianity in Lutheran colleges and attacked the secularism in state universities which leads them to require the study of Marx and omit the teachings of Jesus.

It has been predicted that the McCollum decision, since it forbids religious instruction to public school children, will lead to an increase in Protestant parochial schools.

Speaking of McCollum, it is somewhat consoling to know that the Illinois Supreme Court ruled that Mrs. McCollum—not the Champaign school board—will bear the court costs for the religious education appeals.

UN Guarantee for Religious Schools

During the UN meetings in Paris, Denmark, and, of all people, the Soviet Union asked that minorities, religious, national, and linguistic, be guaranteed the right, in the UN Declaration of Human Rights, to conduct their own schools. The

(Continued on page 26A)



Al Esper

Chief of Test Drivers
Ford Motor Company

**"For the Safety
of your kids and mine . . .
WE'RE NEVER SATISFIED
AT FORD'S!**

"We've tested and checked the new Ford School Bus Safety Chassis for 1949 from its sturdy grille to its rugged rear axle, and PROVED its exceptional Safety, Economy, and Endurance."



School Bus Body
by Wayne Body Works,
Richmond, Indiana



Ford School Bus Safety Chassis are tested and checked and proved in every way to provide security for your pupils' lives and your taxpayers' dollars. Settle the School Bus question for long years to come by settling on Ford—the Long-Life Champion.

* Webster's Dictionary definition of the word "Bonus"—"Something given in addition to what is usual or strictly due."

**SCHOOL BUS OPERATORS EVERYWHERE
ARE SATISFIED WITH FORDS!**

"We prefer Fords to any others for low operating cost, dependableness, and real satisfaction."

Sumter County, S. C.

"We have operated many of them well over 100,000 miles. The engine in one was driven 120,000 miles before repairs were necessary."

Chicago Heights, Illinois

"Ford buses have the endurance and stamina to deliver longer life than other buses we have used, and their maintenance costs are very low."

Chebanse, Illinois

"Very low maintenance cost . . . economical operation . . . thorough satisfaction."

Cheyenne, Wyoming

**TEST DEPARTMENT FINDINGS ON THE
FORD SCHOOL BUS SAFETY CHASSIS**

Send today for your FREE copy of Al Esper's report on the Ford School Bus Safety Chassis.
Ford Motor Company, 3201 Schaefer Rd., Dearborn, Mich.

NAME _____
(Please print plainly)

STREET _____

TOWN _____ STATE _____

The Catholic Digest

features

- QUIZZES
- PROBLEMS
- WORD TESTS

for your students
plus

A Teachers' Supplement every
month for you

In QUIZBOOK . . .

Multiple-choice, True-False and
Completion tests based on cur-
rent *Digest* articles;

Fun With Words, a streamlined
matching game involving deriva-
tions and definitions;

Matching quizzes on Catholic litera-
ture, scientists, the Bible, feast
days, football;

Picture quizzes of the vestments,
Mass accountrements, symbols of
the sacraments.

The Catholic Digest School Edition
can be used profitably by students
in grades 7-12. It sells at the special
student rate of 20¢ a copy. Your
copy (with orders of 10 or more)
is free, as is the Teachers' Supple-
ment. For information on how to
"sell" Catholic reading in only 5
class minutes a month, or for sample
copies, write to:

THE CATHOLIC DIGEST

School Dept.
40 E. 9th Street St. Paul 2, Minn.

The Catholic Digest: Please send copies
of the School Edition, and Teachers'
Supplements each month, beginning with
the issue.

Name.....

School.....

Address.....

City.....

Catholic Education News

(Continued from page 24A)

Netherlands extended the resolution to include the primary rights of the family in matters of education.

Religious Education in New York

State Senator Joseph Parisi and Jacob Paul Lepkowitz have prepared a plan to provide use of public school buildings after school hours for religious education. The basis for the plan is that "religious education is the only secure foundation for peace in the world, and the state has an obligation to use for this purpose buildings now wasted after 3 p.m." The plan is not considered in conflict with the McCollum decision because "after school hours a public school ceases to function as such and is simply publicly owned property."

EDUCATIONAL MEETINGS

Mediator Dei and the Religious Teacher was the theme of the annual educational conference of the Sisters of St. Joseph held at Fontbonne College, Thursday, December 30. Rev. Charles P. Schmitt, chaplain of St. Mary's Institute, O'Fallon, Mo., was the principal speaker in the afternoon session, while the morning session included a panel discussion by Sisters-teachers on participation in the Liturgy as recommended in this recent encyclical. The panel demonstrated means of promoting this participation among students.

RELIGIOUS ORDERS

Benedictines Return to Scotland

The Benedictines have returned to the 700-year-old Pluscarden Priory, near Elgin, northeast Scotland. After an absence of 350 years, the Scottish Priory was blessed and returned to the Prinknash Benedictines. Bishops, priests, and laity from many parts of the country attended the ceremony, the first of its kind in Scotland since Catholicism was suppressed in the sixteenth-century persecutions.

Christian Brothers of Ireland

The English Province of the Christian Brothers of Ireland has acquired the historic land of Toddington Manor in Gloucestershire as a novitiate and junior training college. The estate dates back to William de Sudley and the Norman Conquest of 1066. Adjoining are the ruins of Hailes Abbey, which once housed the "Holy Blood of Hailes," a famous relic of the Middle Ages.

Maryknoll Sisters

Three Maryknoll Sisters have arrived on the Palau Islands in the Southwest Pacific. Believed to be the first Catholic order to be stationed on these islands, they are now studying the Palauan language prior to starting a primary school.

REQUIESCANT IN PACE

SISTER M. MAURELIAN WALTER, S.S.N.D., principal for eight years of the Institute of Notre Dame in Washington, D. C., died, after an illness of several weeks.

Professor at Duquesne University for 16 years, REV. MICHAEL F. SONNEFELD, C.S.Sp., 72, died at Holy Ghost Novitiate in Ridgefield, Conn.

MOTHER M. GENEROSA, one time provincial of the Sisters of the Third Order of St. Francis, was buried November 5, in the convent cemetery of the Chapel of Our Lady of Angels, Glen Ridge, Pa.

REV. WILFRED PARTIKA, O.S.B., who has taught Latin, Greek, and music at St. John's, Collegeville, Minn., died recently after several years' illness.

REV. DANIEL LEO DILLON, C.S.B., founder and first principal of Catholic Central High School,

Detroit, Mich., died at Toronto, Ontario, December 7, 1948.

Father Dillon was born at Burlington, Tex., in 1889. He entered the Congregation of St. Basil in 1911 and was ordained at Toronto in 1917. He was president of Assumption College, Windsor, Ont., from 1922 to 1928, when, at the invitation of Msgr. Van Antwerp, he founded the high school in Detroit. In 1931 he returned as president to Assumption College. In 1928 he became a member of the governing body of his congregation, and in 1936 vicar general of the community. Recently he had been teaching theology at St. Basil's Seminary in Toronto.

SISTER MARY ALBERT KOHN, S.L., 81, for 25 years on the faculty of Webster College, Webster Groves, Mo., died recently at the college convent.

VERY REV. DR. D. J. MACDONALD, president of St. Francis Xavier Academy in Antigonish, Nova Scotia, died there after a long illness. A professor for 24 years prior to his presidency, Dr. MacDonald was known also through his contributions to various Catholic reviews.

REV. CYRIL NELSON MCGUIRE, O.F.M., died suddenly of a heart attack at Siena College, Londonville, N. Y. Vice-president of the institution, he held the degree of Lector Generalis in Sacred Scripture and was on the committee which a few years ago revised and modernized the English translation of the Bible.

REV. GILBERT ANTONIN SERTILLANGES, Dominican orator and theologian, author of numerous books on St. Thomas and his philosophy, died at Sallanches Monastery in Savoy.

REV. JOHN CONNOR MCGINN, C.S.C., S.T.L., Notre Dame's well-known professor of sociology, died at 69 in the community infirmary at Notre Dame, Ind.

BROTHER PETER, S.C., president of St. Stanislaus College, Bay St. Louis, Miss., died there after a long illness. At one time president of the Southern Amateur Athletic Union and vice-president of the Catholic Athletic Association, Brother Peter, noted for his knowledge of youth psychology, discovered such athletic "greats" as "Doc" Blanchard of West Point.

MSGR. HENRICUS ANDREAS POELS, former professor of Sacred Scripture at the Catholic University, social worker in the mines of Holland, created Grand Officer of the Order of Orange-Nassau by the Dutch government, died at 80 in Heerlen, Holland.

Provincial of the Missionary Sisters of the Third Order of St. Francis, MOTHER MARY JAMES, after 2 months of illness, died in Mount St. Francis Convent, Peekskill, N. Y.

REV. ROMUALD FOX, O.S.B., mathematics instructor at St. Benedict's College, Atchison, Kans., died last fall of a sudden heart attack. A "ham" operator, he helped the army set up the first emergency amateur radio telephone relay league some years ago.

REV. BASIL A. KAHLER, O.CARM., at one time provincial of the Carmelite province of the Most Pure Heart of Mary, died in Meadville, Pa., after an illness of eight months.

REV. EUGENE PHELAN, C.S.Sp., for 23 years before his retirement, provincial of the Holy Ghost Fathers in the United States, died at the age of 90 in St. Francis Hospital, Pittsburgh.

REV. JOSEPH J. WELCH, O.P., lecturer for the Catholic Thought Association, died in El Paso, Tex., after a year's illness.

REV. PATRICK J. FOOTE, S.J., 86, noted mathematician and former president of the University of San Francisco, died at Los Gatos, California.

(Continued on page 31A)

Catholic Education News

(Continued from page 26A)

MOTHER ROSALIE OF JESUS, MARY, AND JOSEPH, prioress of the Brooklyn Monastery of Discalced Carmelites, which she helped to build, died after an illness of two years.

REV. ANTHONY M. MILLS, O.S.M., 71, died at Rognor Regis in Sussex, England. He lived most of his life in Rome as Consultor General of the Servites, consultor of the Congregation of Oriental Rites, and professor at the British Catholic clerical university, Beda College.

MOTHER BERNARD, president of St. Mary-of-the-Woods College, superior general of the Sisters of Providence in the United States and China, died at her order's mother house in Terre Haute, Ind.

MOTHER M. SIMPLICIA, superior of the Daly Industrial School for Girls in Dorchester, Mass., mother general of the Sisters of St. Joseph in the Archdiocese of Boston from 1934 to 1946, and founder of a Los Angeles mission, was buried from Mt. St. Joseph Academy in Brighton, Mass., last October.

VERY REV. JOHN J. LARDNER, provincial superior of the Society of St. Sulpice and president of St. Mary's Seminary in Baltimore, died of a heart attack while on an official visit to St. Edward's Seminary in Seattle, Wash.

REV. JOHN J. WYNNE, S.J., died, Dec. 1, at the age of 90. In 1909, he was founder and first editor of *America*, the Jesuit weekly. He was also an editor of the *Catholic Encyclopedia*.

HONORS AND APPOINTMENTS

Editor for *America*

REV. ROBERT C. HARNETT, S.J., former chairman of the department of science at the University of Detroit, is the new editor-in-chief of *America*. Father La Farge, the retiring editor-in-chief, will remain as associate editor. Father Harnett also will be editor-in-chief of *The Catholic Mind*, the monthly published by the America Press.

Administrative Posts

According to a recent announcement by the board of directors, the new dean for Benedictine Heights College, Guthrie, Okla., is SISTER M. JOACHIM OBERKOETTER, O.S.B., and SISTER M. LAWRENCE FRANZ, O.S.B., is registrar.

New Doctor of Sacred Scripture

REV. JOHN J. DOUGHERTY of Newark, having successfully defended his thesis before the Pontifical Biblical Institute, became one of the few Americans to hold a doctorate in Sacred Scripture.

Sulpician Provincial

Provincial for the Sulpician Fathers in America since November is REV. LLOYD PAUL McDONALD, rector of the theological college at the Catholic University of America.

Awarded Quadragesimo Medal

The Association of Catholic Trade Unionists has awarded its first Quadragesimo Anno medal to JOHN Q. ADAMS, New York businessman and graduate of the University of Notre Dame.

Marist Provincial

BROTHER THOMAS AUSTIN O'DONNELL, F.M.S., director of St. Ann's Academy, New York, in November succeeded BROTHER LOUIS OMER as provincial of the Marist Brothers in the United States.

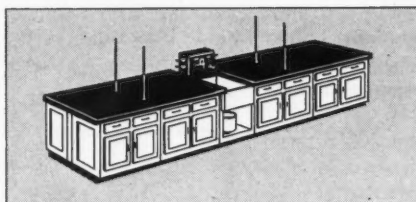
Atomic Energy Fellowship

ELVIRA MENCHACA, recently graduated from Incarnate Word College in San Antonio, Tex., has

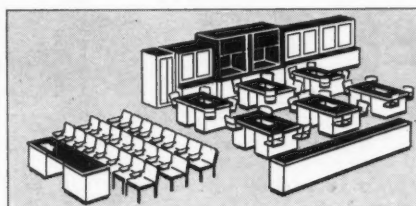


SHELDON
KNOWS HOW TO PLAN
LABORATORIES

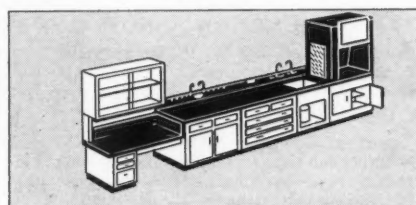
Experience Counts!



2 class Physical Chemistry Table with 4 student positions.



Combination High School Chemistry and Physics Department.



Wall Table with Desk and Hood for Private Laboratories or Preparation Rooms.

College laboratory planning covers all sciences — Chemistry, Physics, and Biology. Planning for each department must be founded on practical experience and thoroughly efficient in every detail to assure proper and adequate facilities to meet all the requirements of various courses.

In secondary school laboratories — usually less formal than college departments — more than one science may be taught in the same room. Quite frequently a High School Chemistry and Physics department (illustrated) are combined and provided with lecture and demonstration space.

Research Laboratories and Preparation rooms must be planned for college work. These rooms may also be included in High School planning. The wall table, desk and hood combination (illustrated) is an excellent unit for these rooms.

Regardless of your particular laboratory need Sheldon Planning — backed by many years of practical experience is at your disposal.

World's Largest Exclusive Manufacturers of Laboratory and Vocational Furniture.



E. H. Sheldon & COMPANY
MUSKEGON, MICHIGAN

been awarded a technical fellowship in health physics by the Atomic Energy commission. She is engaged in research study now, in Oak Ridge, Tenn.

REV. WILLIAM G. RYAN, a priest of the Diocese of Brooklyn and widely known as an educator and writer, was inaugurated, November 11, as president of Seton Hill College, Greensburg, Pa. Father Ryan is the sixth president of the college, founded in 1883, and succeeds REV. JAMES A. W. REEVES who died last year.

College Hall Named For Cardinal Spellman

For his assistance, both moral and financial, the new Catholic University of Santa Maria in Puerto Rico, has named its administration building, the Cardinal Spellman Hall. The Cardinal recently officiated at the laying of the cornerstone for the University, during which visit, he was feted by

citizens of San Juan and Ponce, the island's two centers.

Superior for Missioners

REV. JOSEPH F. HANNA, C.S.C., is now superior of the Holy Cross Fathers' mission band in North Easton, Mass.

EUGENE P. WILLING, former executive secretary of the Catholic Library Association, has been appointed director of the Catholic University of America library, succeeding the late REV. FRANCIS A. MULLIN. Mr. Willing has been acting director of the C.U.A. library since January, 1947.

Noted Educator at Loyola College

Dr. Edward I. Fenlon, author of various works on modern philosophy, among them *The Philosophy of John Dewey*, joined the faculty of Loyola College in Baltimore, Md.

(Continued on page 32A)

CATHOLIC TEACHING FILMS

16mm Black and White Sound Movies Sponsored by the Jesuit Fathers of Loyola University — Los Angeles and under the direct Supervision of Father Lorenzo M. Malone, S.J.



Scene from "The Prodigal Son"
St. Luke XV: 11-32

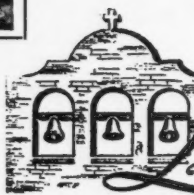
Write for free
descriptive catalog
today.

17 BIBLICAL FILMS NOW AVAILABLE

These films are designed for parochial Christian Doctrine classroom use. They strike home so effectively the Catholic viewpoint that even the most difficult student cannot help but absorb the lesson.

RENTALS from \$6.00 per day
Weekly Rates for School
Systems.

Write for address of nearest
Loyola film library.



Loyola Films
(A Nonprofit Corporation)

80th and Loyola Boulevard Los Angeles 45, Calif.



Scene from "Story of Zaccheus"
St. Luke XIX: 1-10

Your Use of Loyola
Films Will Encourage
Additional Production

★ ★ Now in production 4 additional films including the story of the first Christian Martyr, St. Stephen ★ ★

Catholic Education News

(Continued from page 31A)

New President at Fordham U.

REV. ROBERT I. GANNON, S.J., leaves Fordham University, February 2, to become head of the Jesuit retreat house on Staten Island.

REV. LAURENCE J. MCGINLEY, S.J., succeeds Father Gannon as president and rector of Fordham University. Father McGinley, 43, a native of New York, founded St. Joseph's preparatory school in Philadelphia in 1929. Recently he has been a member of the editorial staff of *America*.

New President at St. Louis U.

REV. PAUL C. REINERT, S.J., is the new president of St. Louis University, succeeding Rev. PATRICK J. HOLLORAN, S.J. Father Holloran's six-year term would expire next June, but he became seriously ill last August and Father Reinert has been acting president since that time.

Father Reinert became dean of the College of Arts and Sciences in 1944 and vice-president last summer.

At the same time he announced the change in presidency, FATHER ZUERCHER, S.J., superior of the Missouri province of the Society of Jesus, announced the appointment of REV. THOMAS C. DONOHUE, S.J., as executive secretary of St. Louis University. Father Donohue is, at present, completing studies for a Ph.D. in the graduate school at St. Louis University.

Father Reinert was born in Boulder, Colo., entered the Jesuit Order in 1927, received degrees of B.A., M.A., and Licentiate in Sacred Theology from St. Louis University, and a Ph.D. in educational administration from the University of Chicago. In 1946 he inaugurated the University testing service which serves elementary and secondary schools in the St. Louis area.

AD MULTOS ANNOS

SISTER M. LEO, R.S.M., Ph.D., a member now of the College Misericordia Extension School faculty in Scranton, Pa., observed her golden jubilee on October 31.

BROTHER GERARDIAN, F.S.C., A.M., celebrated his 50th anniversary as a Christian Brother, November 13, at the Normal Institute, Ammendale, Md., the mother house of the Baltimore Province. Before his retirement to the Holy Family Community, Brother Gerardian taught in various

schools in the Province specializing in the field of English and modern languages.

BROTHER BONAVENTURE LEWIS, vice-principal of St. Raphael Academy in Pawtucket, R. I., was honored on Oct. 30, upon the completion of his 50th year as a Christian Brother.

BROTHER VALERIAN, dean of freshmen at St. Xavier High School, Louisville, Ky., last fall completed 25 years in the Congregation of the Brothers of St. Francis Xavier.

REV. DOMINIC E. HAMMER, S.J., classical
(Continued on page 34A)



Rev. Robt. I. Gannon, S.J.,
who becomes head of the
Jesuit Retreat House,
Staten Island, N. Y.

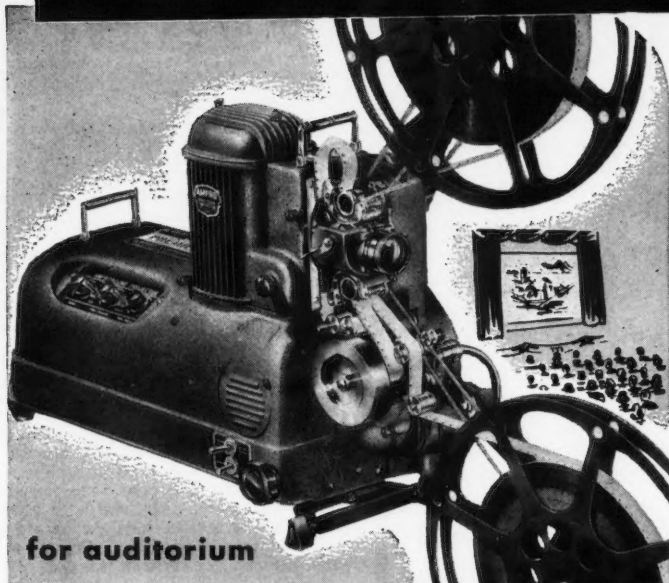


Rev. L. J. McGinley, S.J.,
New President of Fordham
University, New York, N. Y.



Rev. P. C. Reinert, S.J.,
New President of St. Louis
University, St. Louis, Mo.

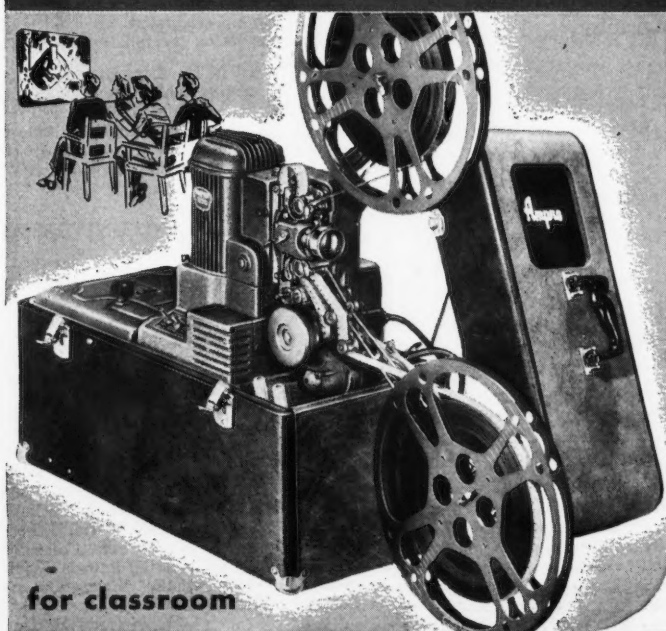
superior quality 16mm. sound for auditorium or classroom



Ampro Premier "20"

16mm. projector approved
by school systems everywhere

For larger audiences—in larger rooms—the Ampro Premier "20" offers numerous advantages. It delivers high quality sound reproduction—in ample volume. It provides efficient illumination, brilliantly clear. It is dependable, easy to thread, simple to operate. It is gentle to precious film, easy to service. The many special features that make up Ampro's "superior quality" have been developed through 20 years of experience—and millions of performances! That's why thousands of Ampro projectors are used and approved by this country's leading school systems, religious denominations, universities, government departments and industrial concerns. Before *you* decide—ask your Ampro dealer for a demonstration. And be sure to send for full detailed story of Ampro Premier "20".



Ampro "Compact"

—a complete portable 16mm.
sound projection unit in ONE case:

For moderate-sized audiences—in smaller rooms or classrooms—the Ampro Compact is ideal. It is portable—the entire unit including projector, amplifier, detachable speaker and cord, extra 400' reel and film, is contained in one compact case. Through special counter-balancing mechanism, projector swings up into operating position in one easy movement. Has many special Ampro features. Operates unusually quietly, delivers Ampro quality sound and illumination—and is economically priced. Send for illustrated circular giving full details.

Ampro Corporation • Chicago 18, Ill.

A General Precision Equipment Corporation Subsidiary

IN CANADA:

Telephoto Industries Limited, 1438 Yonge Street, Toronto
* Trade Mark Reg. U.S. Pat. Off.

Send for Booklets

Mail coupon for full details on the Premier "20" and new Ampro Compact. Also send 10c for interesting booklet "The Amazing Story of 16mm. Sound Motion Pictures" (the illustrated story of how sound pictures are made and projected)—and FREE copy of "A New Tool for Teaching" (the story of sound films in the classroom). These informative booklets will be mailed to you postpaid.

AMPRO

8mm. Silent • 16mm. Silent
16mm. Sound-on-film • Slide Projectors
16mm. Arc Projectors

AMPRO CORPORATION, 2835 N. Western Avenue
Chicago 18, Illinois CSJ 249

Please send me full details and price of the AMPRO
Premier "20" and Ampro Compact Projector.

☐ I enclose 10c for a copy of the illustrated booklet "The Amazing Story of 16mm. Sound Motion Pictures."

☐ Also send FREE copy of "A New Tool for Teaching."

Name _____

Address _____

City _____ State _____

NEW CONTINENTAL PRACTICE EXERCISES

ARITHMETIC

Schlegel • Bristow • Moore
Eberly • Stiles

A book for each grade 1-8

128 pages (5½x8½) **24¢** EACH NET

Attractive format — Legible type — Correct line length — Plenty of room for writing — pages perforated — can be used with any text — Complete teacher's manual free with each class order.

ENGLISH

Eichler • Snyder • Parks

96 pages, grades 1-6 **21¢** EACH NET

128 pages, grades 7 & 8 **24¢** EACH NET

MONTHLY ACTIVITY UNITS

For primary grades — Each unit — September through June — 16 pages (8½x11) large, clear, line drawings — suitable for coloring — Minimum of simple text — Complete set of ten **\$1.00** POST PAID
IN QUANTITIES OF 50 OR MORE, SAME OR ASSORTED TITLES — 5¢ EACH.

OUTSTANDING READING READINESS BOOKS

WE GET READY TO READ ★ WE LEARN TO READ

Grade 1 first semester

Each book 64 pages (8½x11)

24¢ NET

Grade 1 second semester

Pictures are different — Matching pictures — Matching words and pictures — Matching words — Introducing color names — Matching color names — Matching initial sounds — Child interest characters.

EDUCATIONAL ACTIVITY SERIES — SIX BOOKS

Animals & Birds and Their Babies — First Book in Natural Science
Holidays & Playdays — First Book in Social Studies
Children of Many Lands — First Book in Geography
Numbers 1 to 10 — First Book in Arithmetic
Before We Read — First Book in Reading
A B C Book — First Book in the Alphabet

No text except title of each page — 32 pp. (8½x11) **15¢** EACH NET

HEALTH AND SAFETY Grades 1 & 2 64 pp. (8½x11) **24¢** EACH NET

Actual child life situations of home, school, and play.

When samples are requested, please state grade or grades taught and your enrollment. May we serve you promptly?

THE CONTINENTAL PRESS
ELIZABETHTOWN, PENNSYLVANIA

Catholic Education News

(Continued from page 32A)

scholar and teacher, author of college texts in Greek, celebrated his 50th anniversary at the Jesuit Seminary in Wernersville, Pa.

SISTER AGNES RITA, S.C., teacher in the Archdiocese of Newark, observed her golden jubilee at Convent Station, N. J.

REV. MILES O'MAILLA, S.J., at one time dean of Fordham University downtown schools and Georgetown University Graduate School, professor, now, at St. Joseph's College in Philadelphia, this fall celebrated his golden jubilee. He is noted for having instituted extension courses and courses

in Jesuit colleges for women, out of which grew many New York women's colleges.

Sisters of Mercy, MARY LOYOLA, MARY DE LOURDES, and CHARLOTTE, serving in North Carolina, celebrated their silver jubilees last fall.

Homecoming celebrations at St. Louis University included special honor for REVERENDS LAWRENCE A. KENNY, S.J., JAMES A. KLEIST, S.J., ALBERT MUNTSCHE, S.J., and JAMES I. SHANNON, S.J., who have taught there for 30 to 53 years.

The first nun to teach in Ottoville, Ohio, MOTHER MAGNA, C.P.P.S., celebrated her golden jubilee.

Among the 25 Sisters of St. Francis who celebrated jubilees at the St. Francis mother house in Dubuque, Iowa, were 2 diamond jubilarians: SISTER M. ANGELA ZUBROB and SISTER M. WINIFRED HEIRING.

BROTHER ALBERT PETER DUNNE, O.C.A.M., cele-

brated the 25th anniversary of his profession at St. Mary's in Joliet, Ill.

Recent silver jubilarians of the Florida congregation of the Sisters of St. Joseph were MOTHER ANNA JOSEPH, diocesan superior, SISTER LEO XAVIER, superior of St. Mary's Convent, Miami, and SISTER ST. MARK, who teaches in the Parish of the Little Flower, Coral Gables, Fla.

MOTHER M. SIMON PETRA, provincial of the Sisters of the Poor of St. Francis, celebrated her silver jubilee at the provincial house of her community, Mount Alverno Convent, at Warwick, N. Y., on October 28.

REV. PAUL P. SAUER, S.J., celebrated his 50th anniversary as a Jesuit, on September 22, at Mt. St. Michael's, Spokane, Wash.

SISTER MARY ANTONIA, C.D.P., celebrated her golden jubilee, Nov. 19, in Providence, R. I.

REV. FRANCIS P. DONNELLY, S.J., writer and professor of classics and English at Fordham University, recently completed 60 years in the Society of Jesus.

SISTER M. SIMPLICIA, teacher for 41 years in St. Catherine's School, Pelham, N. Y., was honored recently on her 50th anniversary as a Sister of St. Francis.

SISTER M. RAPHAEL and SISTER M. GABRIEL, of the Incarnate Word Sisters in Cleveland, Ohio, on the occasion of their silver jubilee, recalled the beginning of their religious life in Mexico, during the revolution and the resultant persecution. They came to Mexico from Ireland at the age of 16, to enter the convent of missionary Sisters. During their stay there, the nuns were forced to wear secular dress for a time, and later to leave. The community of seven Sisters was invited to Cleveland by Archbishop Joseph Schrembs in 1927, after their emigration from Mexico.

BROTHER ADOLPH MAURER, S.A.C., canvasser for *The Catholic Apostolate*, magazine of the Pallottine Order, celebrated his golden jubilee in Milwaukee during the fall.

REV. JOSEPH M. DIDUSCH, S.J., 50 years a Jesuit, is well-known in scientific circles for his work in biology and chemistry. Professor of biology at Loyola College in Baltimore, he has served on the faculties of Georgetown University, St. Joseph's College, Philadelphia, and Woodstock College.

COLLEGES AND UNIVERSITIES

Adult Education

The University of St. Thomas, Houston, Tex., is offering four unusual and new adult evening courses. They include the Great Books plan, a series of premarriage forums, a course in early civilization, showing the influence of the Church on the development of Western culture; and a course in theology for laymen.

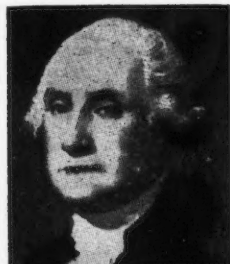
Catholic Action

Several students from Nazareth College, Rochester, N. Y., are assisting Rev. John B. Gallagher, C.Ss.R., with the weekly religious instruction classes at the Rochester School for the Deaf. The girls, volunteers from the Catholic Action Group of the Nazareth College sociology class, are helping to bring knowledge of God to nearly 75 deaf Catholic children by use of the manual alphabet.

College Church Dedicated

On Wednesday, December 8, the 103-year-old Fordham University Church was dedicated by His Eminence, Francis Cardinal Spellman, as a War Memorial to the 229 sons of Fordham who made the supreme sacrifice during the war. The church is being remodeled and when completed will cost approximately \$275,000, most of which was contributed by relatives of Fordham's war heroes, alumni students, and friends.

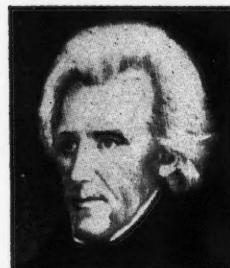
(Continued on page 53A)



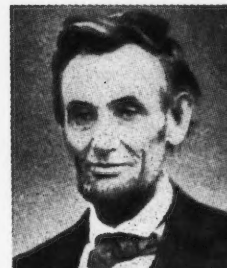
GEORGE WASHINGTON



THOMAS JEFFERSON



ANDREW JACKSON



ABRAHAM LINCOLN

GREAT AMERICAN PRESIDENTS

LIVE AGAIN

IN VIVID COLOR SLIDEFILMS

Presented against the background of their times, four great American Presidents live again in colored slidefilms, especially planned and edited to supplement the studies of elementary grade students.

The significance of Washington, Jefferson,

Jackson and Lincoln's greatness is brought into sharp focus visually by projected pictures. Real—not legendary men—come to grips with history-making events in the authentic visual biographies created as aids to text book study.

PRODUCED BY CURRICULUM FILMS

and distributed by The JAM HANDY ORGANIZATION, 2821 East Grand Blvd., Detroit 11, Michigan

The **JAM HANDY**
Organization

These films may be purchased through a nationwide dealer organization. All prices plus sales tax where applicable.

THE JAM HANDY ORGANIZATION
2900 East Grand Blvd., Detroit 11, Michigan

Date _____

Please ship the four Great Presidents' slidefilms, complete series, \$6 plus postage or express.

We are mailing: Check covering payment _____; our purchase order No. _____

ORDERED BY _____ POSITION _____

ORGANIZATION _____ STREET ADDRESS _____

CITY _____ ZONE NUMBER _____ STATE _____

Individual slidefilms in this package are \$1.50 plus postage or express. All prices subject to change without notice; also subject to state sales tax.

Just Published!

THE TEACHER AND SCHOOL ORGANIZATION

Second Edition (1949)

By Leo M. Chamberlain, University of Kentucky, and Leslie W. Kindred, Temple University

Written from the classroom teacher's point of view, this book thoroughly treats the entire range of administrative relationships, responsibilities, and problems. All functions are covered: public relations, instruction, finance, guidance, supervision, record-keeping, etc. The book features specific contributions the teacher can make toward better school administration and curriculum improvement. Up-to-date information, of special interest to prospective teachers, on how teacher candidates are picked, salaries, and retirement.

672 pages

5 1/2" x 8 3/4"

Practical... Illustrative

DESIGN AND MAKE-UP OF THE NEWSPAPER

By Albert A. Sutton, Medill School of Journalism, Northwestern University

A detailed description of the latest and best practices to follow in planning newspaper layout — with many illustrations showing good design and make-up. The author stresses types and their identification, including full-page specimen sheets. A chapter on layout and design especially as it relates to advertising is a feature of this up-to-date volume. All technical material has been read and approved by leading experts in the field.

Published 1948

544 pages

6" x 9"

SEND FOR YOUR COPIES TODAY!



PRENTICE-HALL, INC. 70 FIFTH AVENUE, NEW YORK 11

GUIDED READING

This is the classified list of books, with moral evaluations by the Cathedral Book Club, Rev. Emmett Regan, director, 730 North Wabash Ave., Chicago 11, Ill. This list is reprinted with permission from *The Inside Story* for January to February, 1949.

CLASS A-1

(Unobjectionable for All)

Saint Peter the Apostle, William Walsh
Roosevelt and Hopkins, Robert Sherwood
You Can Change the World, James Keller, M.M.
The City and the Cathedral, Robert Gordon Anderson
Crusade in Europe, Dwight Eisenhower
The Guest-room Book, Frank J. Sheed
Late Have I Loved Thee, Ethel Mannin
Elizabeth, Captive Princess, Margaret Irwin
It Gives Me Great Pleasure, Emily Kimbrough
The Seven Miracles of Gubbio, Raymond Bruchberger
The Meek Shall Inherit, Zofia Kossak
Joan of Arc, Maxwell Anderson
New Irish Poets, Devin Garrity
The Drama of the Rosary, Isidore O'Brien
Kulik's First Seal Hunt, Alma Savage
The Mexico We Found, Fanchón Royer
Chinatown Family, Lin Yutang
Bride of Fortune, Hartnett Kane
Martin, Eddie Doherty
I Capture the Castle, Dodie Smith
The Vision of Fatima, Thomas McGlynn
Tumbleweed, Eddie Doherty
A Clouded Star, Anne Parrish
Awake in Heaven, Gerald Vann, O.P.
Big Freeze, Bellany Partridge
The Three Brothers, Michael McLaverty

(an Irish story with a punch)
John Goffe's Mill, George Woodbury
The Deer Cry, William Schofield
Malabar Farm, Louis Bromfield
The Gathering Storm, Winston Churchill

CLASS A-2

(Unobjectionable for Adults)

The Rape of Poland, Stanislaw Mikolajczyk
The Best of Times, Ludwig Bemelmans
Black Odyssey, Roi Ottley
My Glorious Brothers, Howard Fast
Remembrance Rock, Carl Sandburg
 (too heavy for children)
Intruder in the Dust, William Faulkner
A Candle For Saint Jude, Rumer Godden
Melissa, Taylor Caldwell
Fair Wind To Java, Garland Roark
Bridie Steen, Anne Crone
How Lost Was My Weekend, David Dodge
 (For all who enjoyed our lectures on Guatemala)
What the People Want, Ellis G. Arnall
Total Power, Edmund A. Walsh
Mademoiselle Lavalliere, Edward Murphy
Lace Curtain, Ellin Berlin
Peony, Pearl S. Buck
How to Stop Worrying and Start Living, Dale Carnegie
Civilization on Trial, Arthur Toynbee
The American Democracy, Harold Laski
The Foolish Gentlewoman, Margaret Sharp

CLASS B

(Objectional in Part)

Dinner at Antoine's, Frances Parkinson Keyes
Shake Well Before Using, Bennett Cerf
The Hearth and the Eagle, Anya Seton

Saint Elizabeth, Anne Seesholtz
Doctor Faustus, Thomas Mann
Catalina, W. Somerset Maugham
The Shining Mountain, Dale Van Every
The Young Lions, Irwin Shaw
The Heart of the Matter, Graham Greene
The Loved One, Evelyn Waugh
The Sky and the Forest, C. S. Forester
Shannon's Way, A. J. Cronin
Westward Hal, S. J. Perelman
Road to Survival, William Vogt
The Web of Evil, Lucille Emerick
Toward the Morning, Hervey Allen
The Plague, Albert Camus

CLASS C

(Wholly Objectionable)

Ed. Since "The Big Fisherman" by Lloyd Douglas is another case of his watering down the Divinity of Christ, His Miracles, His death on the Cross, and especially His resurrection, we are putting it on the C list. We cannot even say that it is a good novel. If we really want to read the story of Saint Peter, the Big Fisherman, read *Saint Peter the Apostle*, by William Walsh, which we highly recommend.
The Big Fisherman, Lloyd Douglas
Anti-Semite and Jew, Jean-Paul Sartre
Castle in the Swamp, Edison Marshall
The Crusaders, Stefan Heym
The Corner That Held Them, Sylvia Warner
The Moth, James Cain
Tomorrow Will Be Better, Betty Smith
 (Bad, and a complete waste of time)
This Very Earth, Erskine Caldwell
The Cleft Rock, Alice Tisdale Hobart
The Naked and the Dead, Norman Mailer
The Song of the Flea, Gerald Kersh
The Golden Hawk, Frank Yerby
Peace of Mind, Dr. Lieberman
Asylum for a Queen, Mary Jordan
Raintree County, Ross Lockridge



The class that took a "STAND" on nutrition

How can a "play store" teach more than mathematics?

Recently, the fourth graders in a southern school provided an excellent answer. They moved a small, abandoned soft-drink stand into their classroom—primarily for the study of nutrition. But the opportunities proved endless . . . The subject of new foods naturally led to a study of their lands of origin. The children's purchases of foods from the Basic 7 Food Groups prompted

lively sessions on budgets, money problems, weights and measures. Descriptive labels and food handling problems brought out the functions of government agencies and led to discussions involving civics and social sciences. While the children were learning better eating habits, they were absorbing their regular classroom subjects within a real-life situation.

Every day, here at General Mills, we receive reports from teachers

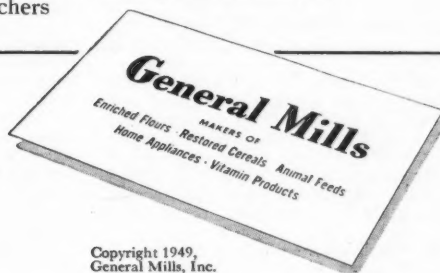
telling us how they have been able to teach better eating and health habits without adding to their already busy schedule. Through General Mills' "Program of Assistance in Nutrition and Health Education," these ideas, together with helpful classroom materials, are yours for the asking.

Write to: Education Section, Dept. of Public Services, General Mills, Minneapolis, Minnesota.

These are the Nutrition Education Materials and Services available to you.

Teacher's Guidebook
Administrator's Handbook
Children's Booklets (graded)
Classroom Posters
Parent Leaflet

Basic Outline—describes these evaluation materials:
• Food Habit Survey Forms
• Nutrition Information Tests
• Lunchroom Evaluation Checklists



Copyright 1949,
General Mills, Inc.



The Library of Virginia Union University, Richmond, Va. • J. Binford Walford, Architect, Richmond.

...to make your library beautiful

TREND, the new *functional* furniture for libraries, is hand-crafted for extra beauty and efficiency. Its distinguished styling combines flush construction, rounded corners and complete economy of line to eliminate dust-catchers, reduce splintering and lower maintenance costs.



Only in **TREND** can you obtain this striking symmetry and peak efficiency. For complete information, phone your nearest Remington Rand office, or write to us now.

TREND book-shelving has a tilted bottom shelf to double the light on titles for easier reading. A cork strip holds books firmly, prevents sliding.

Copyright 1949 by Remington Rand Inc.

LIBRARY BUREAU

Remington Rand

315 FOURTH AVE., NEW YORK 10

B - Originator of Specialized Library Equipment

New Books of Value to Teachers

The Christian Citizen — His Challenge

By Rev. Thomas J. Quigley and Sister M. Dennis Donovan, S.S.J. Cloth, 584 pp., illustrated. Mentzer, Bush & Co., Chicago 16, Ill.

Implementation is a fine educational word. But its use so often points up a lack of substance, hidden behind large words. The relation of *The Christian Citizen — His Challenge* to the life of an American Catholic is best described as a splendid implementation of the Religion for Life course. It is Christianity applied to the organization and structure for living the Catholic life in America.

Christian citizenship of sterling quality and effective participation in not only civic and na-

tional life but also in the best sense of parochial and international life is the high ideal and objective of this book's doctrine. In the hands of the average teacher, the class will have abundant and inspiring material for study and inspiration. The zealous, enthusiastic teacher will find in this book a means of leading the class in *montes unde venit auxilium*. Civic virtue and corporate responsibility for the common good in the various social areas are held high in the excellent exposition of Catholic social doctrine.

The Christian Citizen — His Challenge is an answer to the call for positive teaching in Christian citizenship so often voiced in recent years by the Popes and so often demanded by the annual statements of the American hierarchy. The leaders of American Catholic education have deplored secularistic thinking in the social studies and the use of texts containing such thought in Catholic schools. This book is an answer to the articulate

recommendations and demands of the Holy Father, the American bishops, and the Catholic school administrators.

The illustrations are in good educational practice and very often "eyecatching." The diagrams, pictograms, and schematic illustrations are genuine teaching aids and admirably suited to the text material. The photographic and artistic illustration make good use of materials at the disposal of all editors and authors.

The content, organization, and appearance of this book give us reason to believe that the Catholic textbook is at last coming of age. With a number of other books, *The Christian Citizen* makes available for our seventh- and eighth-grade teachers the finest of tools, a text comparable to the very best of secular production and incomparably superior by reason of its integral supernatural doctrine. Professional competence, aggressive thought, and the determination to produce genuinely Catholic schoolbooks are the happy qualities of an increasing number of Catholic authors and publishers.

The seventh- and eighth-grade teachers of our schools now will have a text equal to the needs of training our youngsters for participation in a Catholic manner in civil life. School systems will be justified in providing new courses in civics in the light of *The Christian Citizen — His Challenge*. It is to be kept in mind that as 50 per cent of our Catholic grammar school graduates go to non-Catholic high schools, the seventh and eighth grades offer these children their last opportunity to form correct concepts in Catholic social philosophy. At the same time, the study of this text will furnish the child entering the Catholic high school a firm foundation for the building of Catholic mind and character through the social studies.

Mechanical Drawing

Fifth revised edition. By Thomas E. French and Carl L. Svensen. Cloth, 446 pp. McGraw-Hill Book Co., New York, N. Y.

This text, standard since 1919, has been completely revised by the junior author to adapt it fully to present industrial practice and to utilize the improvements in teaching method current in recent years.

Poetic Art

By Paul Claudel. Cloth, 150 pp., \$2.75. Philosophical Library, New York, N. Y.

These three essays take up the author's philosophy of (1) time, (2) aspects of knowledge, (3) the development of the Church.

Pagues — Pour Orgue

Par Dom P. Benoit, organist. 3 pieces for organ. 75 cents to \$1. J. Fischer & Bro., New York 18, N. Y.

Intended for Easter use.

The World About Us

By Poole, Barton, and Melbo. Cloth, 256 pp., illus. The Bobbs Merrill Co., Indianapolis 7, Ind.

Here is a new basal textbook in geography for the fourth grade. Besides being a basal textbook in the ordinary meaning of the term, it is basic in the very literal sense because it establishes the fundamental geographical ideas on which later study will be built. At the same time it conveys in words, pictures, and maps a vast amount of information about the natural divisions of the earth — wet and dry, level and hilly, warm and cold. Always in the foreground is the information that the children want and can understand — how the people live. The first few lessons dealing with maps and pictures of the home community and travel stories by the children are an excellent approach to geography.

Escenas Modernas

By John M. Pittaro. Paper, 86 pp., illus., 96 cents. The Macmillan Co., New York, N. Y.

This Spanish reader, the sixth of a series, consists of 16 little Spanish stories in conversational form to provide material for practice. The controlled vocabulary is within the first 2000 words of the Keniston list.

(Continued on page 39A)

New Books

(Continued from page 38A)

The Christian Brothers in the United States, 1848-1948

By Brother Angelus Gabriel, F.S.C. Cloth, 727 pp., \$8.50. The Declan X. McMullen Co., Inc., New York 7, N. Y.

The Christian Brothers have been credited rightly for their significant contribution to American Catholicity and for their pioneering in the preparation especially of poor children for "the good and Christian life." The growth and expansion of their work is described in this book in a detailed factual and extremely modest manner. The story is told in terms of institutions and of the lives and contributions of the leading Brothers. The extent of the Brothers' work may be glimpsed in the fact that 1582 Brothers are at present engaged in teaching in excess of 43,000 boys and 90 schools from New York to California and from Minnesota to Texas. To the reader who has observed the Brothers' work in high schools and colleges only, the extensive work in elementary schools and orphanages is particularly significant of the Christian Brothers' continued attention to the purposes of their original foundation. The professional educator will read between the lines of the story numerous elements of the educational purposes and methods of the Brothers' schools. The chapters on the teaching of Latin are distinctly revealing. At some later date, it is hoped, the Brothers will make public a book of readings in or extracts from their earliest—and later—curricula, plans of organization, daily order, methods, and philosophy of education.

The Philosophy of Man

By Henri Renard, S.J. Cloth, 248 pp., \$2.75. The Bruce Publishing Company, Milwaukee 1, Wis.

One of the great philosophic problems since Descartes has been the reconciliation of the unity of man with his divergent powers—his body and his soul. St. Thomas knew the solution, and modern Thomists have found it in his works. Often, however, they fail to convey the answer to their students because they study man, not as a whole, but rather as a succession of faculties, seemingly separated and sometimes apparently opposed. The man is put back together again at the end of the book, but this final statement can easily fail to erase from the student's mind the impression of an organism made up of glued-together pigeonholes. Father Renard, trusting Thomas the Teacher as well as Thomas the Thinker, has followed the organization of the Treatise on Man in the *Summa*. The book begins with an explanation of life and of the unity of man, and then considers the faculties which equip him to fulfill his God-intended destiny.

Father Renard's usually commendable brevity may, however, occasionally cause difficulty for the student not too accustomed to close reasoning.

Understanding Personality

By Francis Leland Harmon, Ph.D. Cloth, 348 pp., \$3.50. The Bruce Publishing Company, Milwaukee 1, Wis.

Written primarily as a textbook for college students, this book nonetheless has been aimed to interest the general reader of some education, as well. Its success in this derives not only from the author's competent style, but from the general appeal psychology makes to men of all times, most especially this time, when it has become the shibboleth or the scapegoat for almost every ill. The most important contribution the book can make toward balancing the thought of most laymen, especially Catholics, is its delineation of the value and the range of psychological experimentation. Because of the false metaphysics of Freud and many of the earlier psychoanalysts, Catholics as a whole tend to reject the scientific discoveries these men have made, discoveries whose acceptance does not depend upon belief in their philosophic principles. As a result Catholics

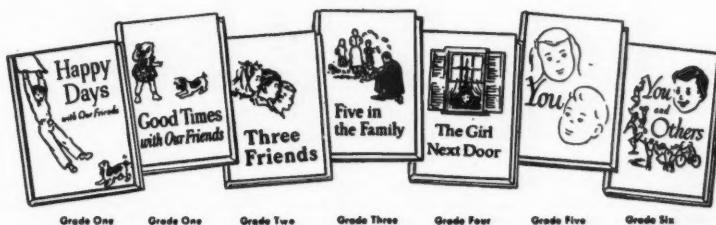
HEALTH is a state of Physical, Mental, and Social Well-Being

—International Commission on Health, representing 64 nations

The health program in this modern conception is not complete unless it takes into account aspects of personal development and factors that promote good mental health.

Let the Scott, Foresman Health and Personal Development Program—see the texts pictured below—help you do the complete job! It's the one textbook program available today that fulfills these requirements—and that provides, along with appealing material for the pupils, full guidance for the

teachers and practical suggestions for working with parents toward the common goal of the child's well-being. And teachers will be glad to know that the vocabularies of all these books are correlated with the vocabularies of the CATHEDRAL BASIC READERS for each grade.



Write for further information

SCOTT, FORESMAN AND COMPANY

Catholic Schools Department, E. J. Fletcher, Manager

Chicago 11 Atlanta 3 Dallas 1 New York 10
San Francisco 5 Pasadena 2

often disregard a science which is one of the great contributions of the twentieth century to world thought.

Dr. Harmon is associate professor of psychology at St. Louis University, and the book, which has sections on the meaning of personality, personality development, personality diseased, and applied psychology, was written and revised in view of his classroom experience. It is, hence, a remarkably clear and understandable presentation of the basic facts of experimental psychology, facts which everyone should know.

The Seal Hunt

By Alma Savage. Cloth, 128 pp., illus., \$1.50. St. Anthony Guild Press, Paterson 3, N. J.

Boys in junior high school and perhaps freshmen should find this story of an Eskimo boy's first step into official manhood quite exciting. It might do, also, as supplementary reading in

geography classes. The book is beautifully bound, well printed, and well illustrated.

The México We Found

By Fanchón Royer. Cloth, 224 pp., illus., \$2.50. The Bruce Publishing Company, Milwaukee 1, Wis.

Mrs. Royer and her three daughters went to live in México to facilitate her production of three educational films. They still live in Galicia 3, the sprawling old home in Mixcoac, a suburb of México City, for the México they found is delightful and gracious, a manifestation of Christianity lived for centuries. The book is quite just. The political corruption, the often not too Christian social conditions are described, but underneath these flaws there is a vital, active Catholicism, a deep, almost miraculous faith, which makes México a haven of peace and of

(Continued on page 40A)

STAR GYM Floor Finish for

STAR PERFORMANCE



★ By "Star Performance" we mean a floor surface that protects the players from slipperiness, gives proper reflection of light and affords fast, eye appeal play . . . so each player turns in a "Star Performance."

★ Star Gym Finish has been used on thousands of the Nation's greatest gym floors for many years. It is endorsed by leading Coaches and players of the top teams in the country . . . as being super tough, no-glare and non-slippery. Maintenance men add . . . long wearing, economical and easy to keep clean.

★ Call or write us for the Hillyard "Maintainer" nearest you. His expert advice and help is given free and at no obligation. It is part of the nation-wide service that has made the Hillyard name . . . "The Main Thing in Maintenance."

HILLYARD SALES CO.'s

Distributors HILLYARD CHEMICAL CO., ST. JOSEPH, MO.
470 Alabama St., San Francisco 10, Calif. 1947 Broadway, New York, N. Y.

New Books

(Continued from page 39A)

charity for people who have lived the harried life of American industrialism.

The book is important in its depiction of the spirit of México; a contribution to the "good neighbor policy" in that it shows the attempt to "Americanize" this first daughter of the Church in the western hemisphere is dangerous—to México and to the United States. In our arrogance we fail to realize that this apparently backward land has a cultural heritage and integrity beside which we look adolescent. The fact is something worth remembering, if we hope to achieve the lasting friendship of Latin America.

Wreath of Song

By Robert C. Broderick. Cloth, 212 pp., \$3.

The Bruce Publishing Company, Milwaukee 1, Wis.

This is rather an interesting attempt to capture the spirit of a poet through fictionalized biography. The poet is Francis Thompson. The first two sections, from Thompson's dismissal from Ushaw College through his futile career as a medical student and his exile in London, are quite good. They are descriptive, rather than dramatic, and the author's concern is almost entirely with Francis himself. However, in the last part, where the Meynells, Coventry Patmore, and others are introduced, the style bogs and the story lags.

Power

By Rev. Gerald Ellard, S.J., and Rev. John R. Gleason. Cloth, 352 pp., \$1.60. Loyola University Press, Chicago 13, Ill.

This first volume in a series of textbooks in

religion for the high school emphasizes the powers of grace as conferred on man, particularly through the sacramental system. The material which has been developed largely in the classroom by a group of priests and nuns, all teachers of religion, has been carefully graded for the first year of high school. The valuable teaching materials at the end of each unit include review questions, a series of topics for discussion, and readings from the sacraments. Throughout the book emphasis is upon the development of attitudes and personal practices which will remain through life.

Menus and Recipes for the Discriminating Hostess

By Ella Liner Lambert. Cloth, 416 pp., \$3.25. The Manual Arts Press, Peoria, Ill.

In her book, *Menus and Recipes for the Discriminating Hostess*, Ella Liner Lambert, director of the home service department of the Milwaukee Gas Light Company, has written the recipe for becoming a delightful and charming hostess and homemaker.

This book will be a definite aid to every homemaker and especially to home-economics teachers who have the important task of preparing future homemakers. Busy mothers will appreciate the new recipes when they discover the ease with which they may be prepared by following the explicit directions given. They will also find many recipes to supplement their old stand-bys. The pages devoted to the principles of food preparation and preservation will show the young bride how to achieve satisfactory results, even at first attempts. The home-economics student will appreciate the great care and discrimination with which this book was compiled.

In the foreword, Mrs. Lambert states her purpose when she says: "It is my hope that this book will help to make your meals more palatable, your parties more memorable, and homemaking more interesting and enjoyable."

The reviewer recommends this book because it emphasizes the importance of the art of homemaking while presenting all the essentials of cookery in a systematic and attractive manner.

The Catholic Kindergarten

By a Kindergarten Committee of the Department of Education, Archdiocese of San Francisco. Cloth, 181 pp., W. H. Sadlier, Inc., New York 7, N. Y., 1948.

The Catholic Kindergarten is the result of the combined efforts of the Kindergarten teachers of the Archdiocese of San Francisco. It is based upon Catholic philosophy which considers the child's relationship in the family, in the Church, and in the State.

Courses of study include knowledge and love of God, living with others, getting ready for school, and getting to know God's world. The teacher's as well as the pupil's general and particular aims are given. Suggested methods for presenting the material will be helpful to the teacher. Special attention is given to the left-handed child and also to speech defects. After each section there is a book list and at the end of the book, a carefully selected poetry supplement. Kindergarten teachers will find this book a definite aid in preparing their daily program.

Davy Crockett

By Sanford Tousey. Cloth, 48 pp., illus., \$1.50. Albert Whitman & Co., Chicago, Ill.

A moderately entertaining story for boys of nine or ten about an Indian fighter whose fame is at least somewhat justified.

The Little House on Stilts

By Lucia Patton. Cloth, 32 pp., illus., \$1.50. Albert Whitman & Co., Chicago, Ill.

Children in the first and second grades should enjoy this story of how two children helped a forest ranger stop a fire in the Colorado Rockies. It should help introduce the study of conservation, too.

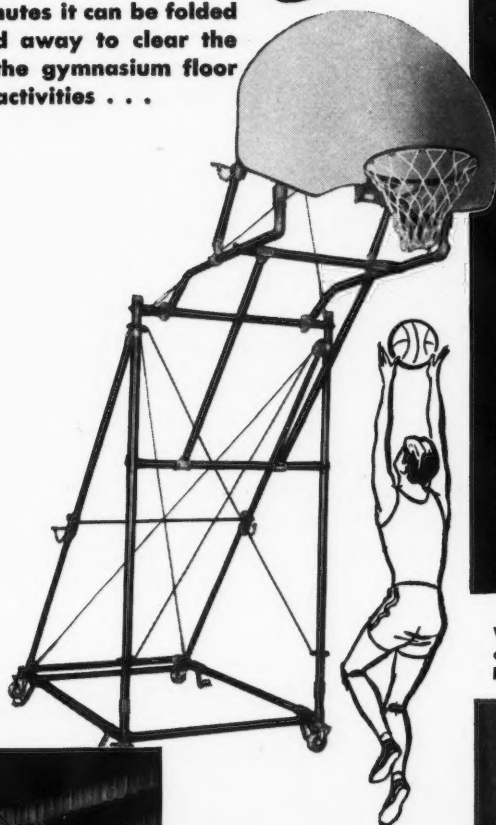
(Continued on page 42A)

The Folding, Portable, Porter

Rollaway BASKETBALL BACKSTOP

(REG. U. S. PAT. OFF.)

In five minutes it can be folded and rolled away to clear the stage or the gymnasium floor for other activities . . .

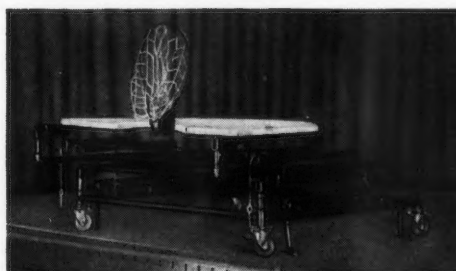


In use, it has the rigidity of a stationary backstop . . . but it can be whisked out of sight or set up again in a jiffy . . . It is secured to the floor by four easy-turning hand-wheels that screw into flush floor-plates, so no obstructions remain when the "Rollaway" is stored under the stage or in the equipment closet . . . Simply withdraw four lock-pins and the "Rollaway" collapses, and rolls away on 5-inch casters . . . Yes, these are some of the reasons why Architects, School Boards and Coaches unanimously agree the Porter "Rollaway" is in a class by itself . . . Further, the Rollaway complies with all official requirements, has the bank braced out 5-feet from the vertical support . . . and is supplied with either fan-shaped or rectangular bank . . . Write for attractive price and if for stage use give the distance from stage to playing court.

When folded for storage the Porter "Rollaway" is only 38-inches high (not including the goal). It can be stored under the stage.



Auditoriums can now be free of visible basketball backstops, thanks to the Porter "Rollaway". Removable in 5-minutes, nonetheless the "Rollaway" is as rigid as a stationary backstop.



PORTER CAN SUPPLY YOUR EVERY BACKSTOP OR GYM EQUIPMENT NEED

THE J. E. PORTER CORPORATION
OTTAWA, ILLINOIS

MANUFACTURERS OF PLAYGROUND, GYMNASIUM, AND SWIMMING POOL EQUIPMENT

Exclusive MAKERS OF THE WORLD-FAMOUS JUNGLEGYM* CLIMBING STRUCTURE

Reg. U. S. Pat. Off.

81 YEARS OLD



Like **CHAMOIS**...in color...
absorbency...and softness to the skin

MOSINEE TOWELS have pleasing chamois-like qualities that only natural, non-bleached Mosinee paper toweling provides. Strong and tough, they hold together better in use. Highly absorbent, they "drink in" maximum water per towel, fast. They are soft to the skin, genuinely satisfying! For further information, write . . .

BAY WEST PAPER CO., GREEN BAY, WIS.
A Division of Mosinee Paper Mills Co.

Member of National School Service Institute



MOSINEE *Sulphate Towels*

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS

New Books

(Continued from page 40A)

St. Mary, My Every Day Missal and Heritage

By the Monks of St. Mary's Abbey, Newark, N. J. Cloth, 1376 pp., illus., \$4. (Other bindings to \$15.) Benziger Brothers, New York, N. Y., 1948.

St. Mary, My Every Day Missal and Heritage is a carefully planned missal and prayer book containing many new features. In addition to the Ordinary of the Mass, in large type, it is illustrated showing the actions of the celebrant and the various symbols of the Holy Sacrifice. As an aid to greater devotion this missal contains a history of the Church, of the world, and of the spread of the faith. It also includes a short history, both secular and religious, of the 48 states. Each Mass of the season is preceded by an interpretation of the liturgy and each Mass of a

saint is preceded by a biography. This missal fulfills its twofold purpose for devotion and for information.

Working With Plastics

By Arthur Dunham, M.Ed. Cloth, 225 pp., \$3.50. McGraw-Hill Book Co., New York 18, N. Y., 1948.

Mr. Dunham, directing teacher of industrial-arts education at Wayne University, Detroit, Mich., employs the trade-analysis method of teaching in writing *Working With Plastics*. This book is an excellent text dealing with the relatively new field of plastics as a craft material. In addition to presenting general information concerning plastics, it tells what can be made with plastics and gives directions for carrying out these projects. This book will be valuable to both student and teacher, for it is written in practical, everyday language, avoiding highly technical discussions.

Etiquette in Business

By Marie L. Carney. Cloth, 514 pp., illus., \$3.25. McGraw-Hill Book Co., Inc., New York, N. Y., 1948.

Etiquette in Business is a guide to correct business manners which, if practiced, will result in better working conditions for both employer and employee. The subject is presented in a very readable form and the book would be a suitable textbook for use in the high school business course. Since it treats problems which occur daily in personal and business relations, it will be useful to a young person starting out in business as well as a valuable reference for the already established secretary or businessman. The book portrays the actions of a new employee and proceeds to acquaint him with various working conditions, giving many helpful and practical suggestions.

Making Friends

By Seward E. Daw. Cloth, 188 pp., illus., \$1.31. Beckley-Cardy Co., Chicago 16, Ill., 1948.

Making Friends is the second reader of the *Successful Living Series*, whose aim is to enrich the background of the child by acquainting him with the basic social environment of the home, the school, and the community. Ideas and vocabulary are graded according to the age of the child. Colorful illustrations create new interest and add pleasure to these carefully written stories which introduce the child to his neighbors in the community and in nature.

Economic Factors of Delinquency

By Cletus Dirksen, C.P.P.S. Cloth, 99 pp., \$1. The Bruce Publishing Co., Milwaukee 1, Wis.

The study, based in part upon statistical reports of sociologists, is an attempt to determine the relation between the economic system and juvenile delinquency in order to clarify society's responsibility for the problem and for its solution. The book is important especially for its insistence that substandard living conditions, though evil and breeders of evil, are of little importance compared to the false philosophy of "dog-eat-dog" materialism, by which modern society separates man's economic from his moral life. The discussion is in general terms. The reader is warned that crime is a human act, and as such, is explained only in reference to the particular human being who commits it.

A Book of Fortitude

By Sister Mary Charlotte, R.S.M., M.A., Sister Mary Brendan, R.S.M., and Mary Synon, L.L.D. Cloth, illus., 512 pp., \$1.96. Ginn and Co., Boston, Mass.

This is the seventh-grade literary reader of the "Faith and Freedom" series. Selections center about the settlement of America, though all are not from American literature, to complement the seventh-grade study of American history and the Faith and Freedom basal reader, *These Are Our Freedoms*. The anthology includes sections on the home, nature, the building of the nation, the frontier, old stories, humor, holidays, and songs and stories of inspiration. Works, such as "Miles Standish" and "The Great Stone Face," standard for junior high, are included together with Catholic material of real excellence, and selections not of either category chosen because they are of literary value and illustrative of the theme.

Chants for Children

By Daniel A. Lord, S.J. Board, illus., 32 pp. The Queen's Work, St. Louis, Mo.

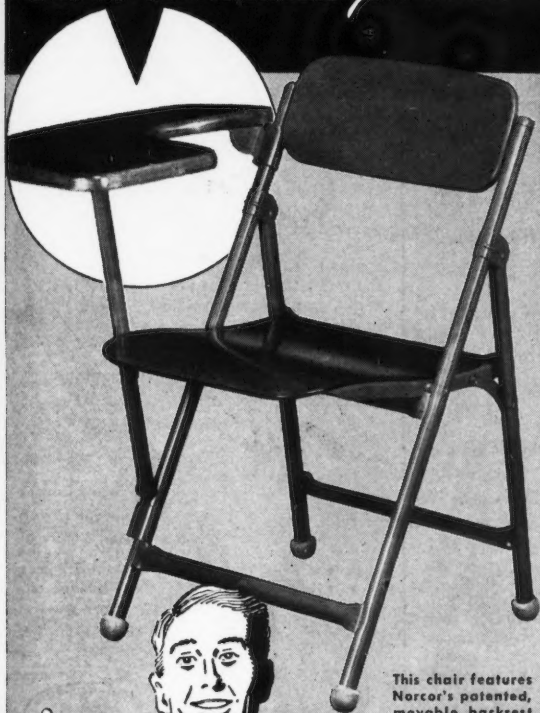
Though the quality is irregular, some of these poems, simple enough for children of primary age, have real charm. The illustrations in color by Pelagie Doane are lovely.

The Retail Salesperson at Work.

By Donald K. Beckley, M.S., Ph.D., and William B. Logan, M.S. Cloth, illus., 356 pp., \$2.20. The McGraw Hill Book Co., Inc., New York, N. Y.

(Continued on page 44A)

THE COMFORT YOU WANT
...and Convenience you like!



This chair features Norcor's patented, movable backrest which automatically adjusts itself to every body movement of the seated occupant.

Save — **SPACE AND MONEY**

with this **DOUBLE DUTY...**
DETACHABLE ARM chair

Where portable seating is required, yet where a writing surface is necessary on occasion, Norcor's No. 2102 tubular chair ideally fulfills the need. Sturdily built for hard usage, the tablet arm is exceptionally rigid and will not shake or wobble. It may be quickly detached when desired. The chair features a strong welded tubular steel frame, rubber feet over steel glides, an extra large comfortable seat and Norcor's popular movable backrest. Available in Beige, Brown or Taupe frames with Natural, Harewood or Walnut finished plywood seat.

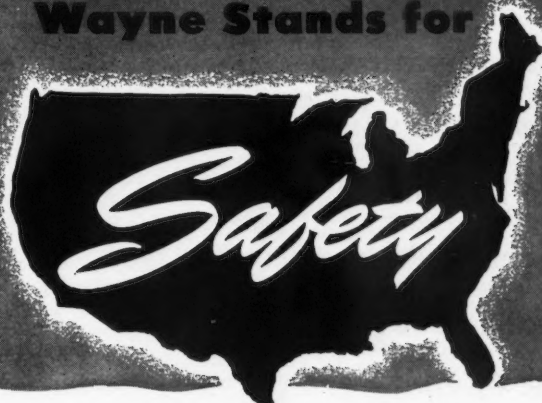
Write for Catalog



The NORCOR Line

NORCOR MANUFACTURING CO., INC. • GREEN BAY • WISCONSIN

From Coast to Coast
Wayne Stands for



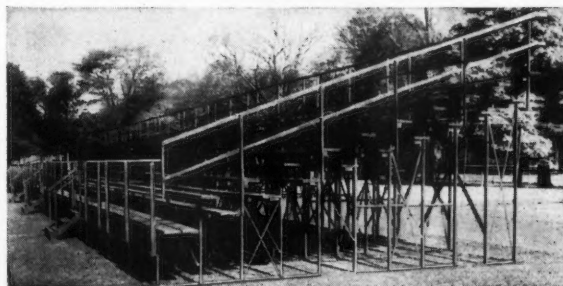
In durability, utility and appearance . . . in comfort and visibility . . . in **SAFETY**, Wayne Grandstands excel.

That's why schools, colleges and universities from Maine to California choose Wayne Grandstands and Gymstands for their athletic fields and gymnasiums.

Wayne Stands are made in a variety of types and sizes to meet different requirements. And, all Wayne Stands conform to exacting specifications in design, construction and materials.

Let us help you to choose a stand that will be consistent with available space and your budget. Our catalog is available upon request—our sales representatives will render personal guidance if desired.

A Wayne Elevated Type "H" Steel, Portable Grandstand, Haverford College, Haverford, Pa.



"Wayne Stands for Safety"



WAYNE IRON WORKS

REPRESENTATIVES IN 42 CITIES

944 NORTH PEMBROKE AVE. • WAYNE, PENNA.

Writing Classes

go smoother . . .

and students

show more prog-

ress when you

use Esterbrook

Fountain Pens.

That's because

this fountain

pen gives you

the right point

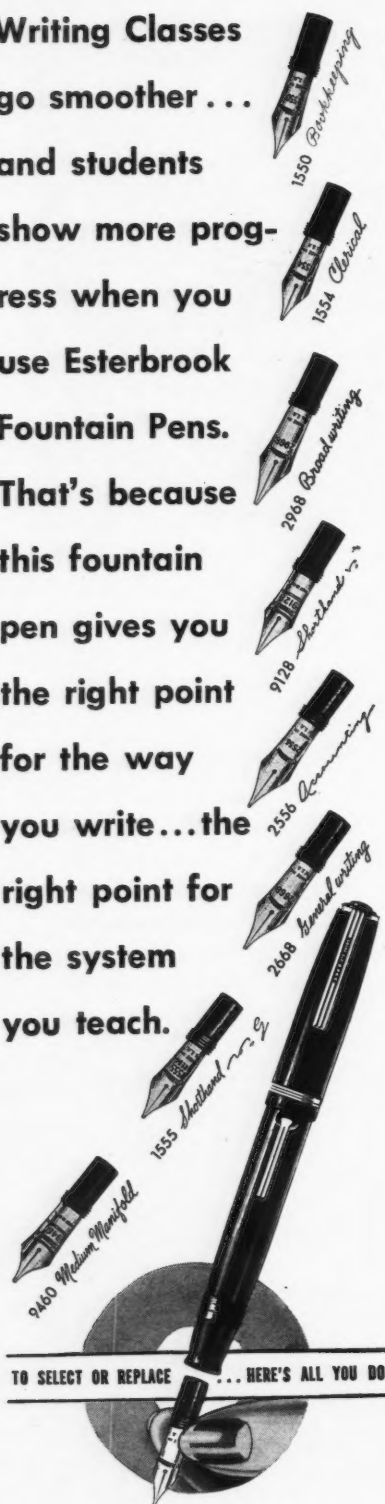
for the way

you write . . . the

right point for

the system

you teach.



TO SELECT OR REPLACE . . . HERE'S ALL YOU DO

In case of damage you can replace your favorite point yourself—instantly—by number—at any pen counter.

Esterbrook®
FOUNTAIN PEN

New Books

(Continued from page 42A)

One of the McGraw Hill Publications in business education, this is concerned with those aspects of retail selling which can be better learned through knowledge of someone else's experience than through practice. Discussions cover the nature of the work, getting a job, store rules, relations with co-workers and superiors, and problems in small-store retailing. It could be used, also, as a basic text for those who intend to study retailing more intensively. A workbook for it is available.

Catalog of Selected Publications

Paper, 20 pp. No charge. British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

The September, 1948, catalog of free publications.

Health Education Materials

Paper, 32 pp. Free. National Dairy Council, 111 N. Canal St., Chicago 6, Ill.

The National Dairy Council's catalog of booklets, posters, charts, slide films, and motion pictures useful in teaching health.

The American Singer, Book 8

By William C. Bridgman and Louis Woodson Curtis. Cloth, illus., 248 pp., \$2.

Guide and Accompaniments to The American Singer, Book 8

Cloth, 372 pp., \$4.40. The American Book Co., New York 16, N. Y.

Children should enjoy learning these songs—standard repertoire, folk songs, cowboy songs, and original pieces. They are arranged for unison and two- three-, and four-part harmony, especially designed to mitigate the junior high school music teacher's pet problem, the changing male voice. The teacher's guide includes a section on voice training, a Pan-American program plan, and a suggested list for a music appreciation course. The text has several quizzes to help form a cultural background in music.

Cathedral Basic Science

Rev. Francis P. Cavanaugh, C.S.C., Consulting Editor. Six books for grades 1 to 6. Scott, Foresman and Co., Chicago, Ill.

Look and Learn, All Around Us, and How Do We Know? are the books for grades 1 to 3. *Discovering Our World* (books 1, 2, and 3) are for grades 4 to 6. Books for grades 7 and 8 are in preparation.

The teachers' edition of each book opens with a handbook explaining the objectives and methods of teaching everyday science and referring to specific pages in the children's book. The authors and editors have done a good job in helping the teacher to plan and conduct the science course integrated with the other subjects in the curriculum, including religion.

The primary books approach basic scientific facts in simple words and pictures. The fourth-grade book begins to classify objects as living and nonliving and to classify living objects into their proper places. This book introduces the pupil to biology, geography, astronomy, hygiene, magnetism, physiology, and anatomy. The later books build upon the early foundation.

These books should be examined by principals and teachers of Catholic elementary schools.

Sources of Teaching Material

By Catherine Williams. Paper, 11 pp., 20 cents (discount for quantity). Mailing Room, Journalism Bldg., Ohio State University, Columbus 10, Ohio.

This bulletin lists sources of audio-visual teaching materials: films, film strips, slides, radio programs, educational recordings, free and inexpensive aids, professional associations, periodicals, service bulletins, and current information.

(Continued on page 45A)

From
This



4-inch Kleencut Blunts for kindergarten and the lower grades.

To
This



8-inch Acme Straight Trimmers for home economics classes.



ACME

Largest Supplier of
School Scissors and
Shears in the World

invites you to choose
from its variety of
Scissors and Shears
especially designed
for school use.

Visit us

at the National School
Supply Convention
Palmer House, Chicago
February 13-17.



The **ACME** SHEAR CO.

BRIDGEPORT 1, CONNECTICUT

Makers of ACME • EVERSHARP • KLEENCUT

New Books

(Continued from page 44A)

Footprints on the Frontier

By Sister M. Evangeline Thomas. Cloth, 414 pp., \$5. The Newman Press, Westminster, Md.

This volume, written carefully from original sources, by a trained historian, tells the story of the founding and growth of the religious, educational, and hospital works of the Sisters of St. Joseph of Concordia, Kans. The account properly begins with the romantic story of the Sisters from their founding in France in 1650 to their coming to the United States in 1836. As a further means of understanding the American background of the brave group which came to Kansas in 1883, the history of the foundations in Carondelet and Western New York is briefly told.

The Concordia Province has had a remarkable growth. Its founders suffered all the hardships of pioneer religious life without much of the romance which is commonly associated with frontier people. The Sisters built solidly so that today their schools, particularly Marymount College, represent highly acceptable standards of scholastic achievement and large enrollments. Their hospitals are not only standardized and constantly filled to capacity—they have become important factors in the medical and social growth of six large urban and farm areas. The history of the Concordia Province is divided according to the administrative terms of the six reverend mothers who have led the work. Necessarily this second part of the book has greater interest for the reader who has come into contact with the Sisters and their works. It is relieved of much of the tedium of names and places by carefully told anecdotes and character side lights. Some day, it is to be hoped, the author will describe the professional aspects of the Sisters' educational and hospital services as these were developed.

The Seven Storey Mountain

By Thomas Merton. Cloth, 240 pp., \$3. Harcourt, Brace and Co., Inc., New York 17, N. Y. Thomas Merton's life is in miniature the life of civilization since the Reformation—the gradual apostasy from God and truth, the gradual disintegration to twentieth century chaos. The difference is that Thomas Merton, finding God, found his peace and his vocation, while the world still fumbles for hers.

The jacket "blurb" says that before entering a monastery, Merton led a "full and worldly life." That isn't quite true—worldly, it was, but full only with the bleak emptiness that has become the heritage of modern men. His mother, an ardent materialist, died when he was a child. The little natural goodness and piety with which his artist father endowed him were dissipated and forgotten by the time he was seventeen. His adolescence in England, after his father's death, was precocious in the less pleasant connotations of the term, confused and unhappy. He returned to America, after a year at Cambridge, prepared to become a Communist in a futile search for a purpose in life beyond his own pleasure. During his years at Columbia, his hedonism having finally destroyed itself, he found his way into the Church. The next three years, the heart of the book, were the preparation which enabled him to realize and fulfill the high vocation for which God intended him, and at 26, Thomas Merton became Frater Louis of the Cistercian Abbey of Our Lady of Gethsemani.

In the book Merton says that the quality most typically Cistercian is simplicity. He is, then, a good Cistercian, for his autobiography is powerful in its simplicity. His language is direct, the ordinary idiom of the day vitalized and ennobled by an artist with the truth to tell, an artist blessed with humor and compassion and understanding. He recreates for you the man he used to be. Frater Louis does not look back upon the old Thomas Merton; the old Thomas Merton tells his story for himself. Because he does, the book possesses the charm of fiction, of a good



of your papier maché work,
To insure the success
always use Firma-Griip Paste.

Artista Tempera for Papier Maché Work

Whatever the papier maché method used—whether paper and paste alone are used or are combined with other materials, such as Clayola—Artista Tempera is usually the preferred method of decorating the finished object because of its velvety finish and unusual brilliance of color. A practical consideration is the fact that Artista Tempera can be used a second time over a first coat without flaking off. Sold in 26 colors including black, white, gold and silver, in sets of 6 to 16 jars, or all sizes in bulk.

BINNEY & SMITH CO., New York 17, N. Y.
Makers of Crayola Crayon and Other Gold Medal Products

story, whose end though it be known, cannot be comprehended until it is reached. Because he does, he gives to you a knowledge of himself as intimate almost and precious as self-knowledge.

It is practically inevitable that this spiritual autobiography of America's most significant Catholic poet will be compared to the classic of its genre, St. Augustine's *Confessions*. Without suggesting any lack of universality in St. Augustine, it can, I think, be said that *The Seven Storey Mountain* has for this age an appeal which the *Confessions* may not, for the world which tempted Thomas Merton tempts us in the same trappings, with the same errors. The way of his salvation, the way he found the truth, not easy, not pleasant, is the way, nonetheless, which is peculiarly apt for the men of this, his time.

Catholic Social Action

By John F. Cronin, S.S., Ph.D. Cloth, 271 pp.,

\$3.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Social action is the aspect of Catholic Action which strives to recenter economic and social life in Christ. Father Cronin, well established as an authority in socioeconomic fields, has prepared a manual of practical means to guide clergy and laity in the preparation of leaders and the achievement of Catholic social principles in labor relations and community groups. Channels for social education, for Christianizing labor relations, for developing intercultural and interracial understanding are outlined and evaluated. Reading lists and diocesan educational projects are appended. The book probably will prove useful as an aid to those engaged in social work and in high school or college classes in social justice as a supplement to the ordinary text.

(Continued on page 46A)

New Ways To Teach Better Breakfasts—

by Kellogg's Staff of Home Economists



Pop-up mats are fun!

WE all know how much energy school children use up in the morning and that they especially need a good breakfast. One that is a good source of energy. One that is built around cereal. And so we plan to suggest each month a way to make *better breakfasts* interesting, understandable and fun!

PROJECT #1—POP-UP MATS . . . These are table "place mats" made of drawing paper. Pupils decorate in crayon and paste on colorful food pictures cut out of magazines.

The pictures are mounted on heavy paper with tabs left at base as illustrated. The tabs are folded back and pasted on mats.



BASIC 5-FOOD BREAKFAST . . . Each mat should have at least five food pic-

tures: fruit, cereal, bread, butter or margarine, and milk. Very naturally, we hope youngsters will choose Kellogg's for their cereal pictures.

Crisp, ready-to-eat Kellogg's cereals are storehouses of good flavor and nourishment. All either are made from the whole grain or are restored to whole grain values of thiamine, niacin and iron.

BREAKFAST LEAFLETS FOR MOTHERS

Send home to mothers completed pop-up mats together with copies of "Sing a Song of Breakfast," Kellogg's gay leaflet of menus and recipes. For copies, write Kellogg Company, Home Economics Services, Battle Creek, Mich.



*★ For a better breakfast
better eat
Kellogg's*

- | | |
|-------------------------|----------------------|
| ★ KELLOGG'S CORN FLAKES | ★ RAISIN BRAN FLAKES |
| ★ PEP | ★ ALL-BRAN |
| ★ RICE KRISPIES | ★ 40% BRAN FLAKES |
| ★ SHREDDED WHEAT | ★ KRUMBLES |

New Books

(Continued from page 45A)

Saint Elizabeth

By Anne Seesholtz, Ph.D. Cloth, 144 pp., \$2.75. Philosophical Library, New York 16, N. Y.

A rather unfortunate life of a saint with material aplenty about the time of her life and very little about the saint herself. Its error is almost unique: it's not too pietistic, it's too dry. Its organization is patchy and confused. There is too much quotation, too much detail, too much of the dissertation, and too little vitality.

ABC for Catholic Boys and Girls

By Catherine Beebe and Rob Beebe. Paper, 50 cents. St. Anthony Guild Press, Paterson, N. J.

This is the second printing of a book of rhymes for young children. The illustrations are particularly happy.

The Role of the Church and the Folk in Development of Early Drama in New Mexico

By Sister Joseph Marie, I.H.M. Paper, 175 pp. The Dolphin Press, Philadelphia, Pa.

This study traces the origin and development of religious folk drama in the Southwest and reveals what only a few scholars seem to have known: The early missionaries, particularly the Franciscans, helped develop important cultural activities among the Indians of the South and West—drama, weaving, house construction, and silversmithing. All this was in sharp contrast to the complete lack of cultural influences of the explorers and pioneers in the northern and western portions of the United States. When the aridity and utter poverty of the land in the Southwest are taken into account, the achievements of the missionaries and of their Indian converts are the more impressive.

Mary Queen of Our Hearts

By Rev. George J. Haye. Paper, 28 pp. Published by the author, 5300 Fort Hamilton Parkway, Brooklyn, N. Y.

This collection of short dissertations upon Mary's titles of honor contains, as well, suggestions for particular devotions to her.

Proceedings of the First National Congress of the Enthronement of the Sacred Heart in the Home

Paper, 92 pp., \$1. St. Francis Major Seminary, Milwaukee, Wis.

The volume contains the addresses and activities of the meetings held July 16-18, 1946, under the theme: "The Social Reign of the Sacred Heart in the United States."

The Major Seminarian

By B. F. Marcetteau. Flexible imitation leather, 491 pp., \$2. St. Anthony Guild Press, Paterson, N. J.

This long-awaited book carries forward into the major seminary the work so well done by the author's earlier book for the minor seminary.

Part one includes the usual prayers for Mass and Holy Communion and a splendid collection of special prayers for occasional use. These have been selected particularly to meet the seminarian's present spiritual needs and to habituate him in prayers which he may use throughout his priestly life.

Part two provides brief rules and counsels for the daily and weekly habits of life.

Part three consists of 98 meditations on the priesthood and the spiritual life. They reflect the author's fine understanding and his own experience in the training of young men for the greatest of callings.

Timeless Rights in Modern Times

By Rev. Wilfrid Parsons, S.J., Rev. John M. Paul, C.S.P., and the Ethics Committee. Paper, 48 pp. The Catholic Association for International

(Concluded on page 48A)

COMING CONVENTIONS

For list of additional conventions in February, see *The Catholic School Journal* for January, page 28A.

Mar. 7. Child Study Association of America at New York, N. Y. Secretary, Mrs. Charlotte Williams, Child Study Assn., 221 West 57th St., New York, N. Y.

Mar. 7-9. Music Educators National Association, Eastern Division at Baltimore, Md. Secretary, C. V. Buttelman, 64 E. Jackson Blvd., Chicago 4, Ill.

Mar. 10-12. Georgia Education Association at Macon, Ga. Secretary, J. Harold Saxon, 704 Walton Bldg., Atlanta, Ga.

Mar. 11-13. American Society for Public Administration at Washington, D. C. Secretary, Laverne Burchfield, 1113 East 60th St., Chicago 37, Ill.

Mar. 16-18. Mississippi Education Association at Jackson, Miss. Secretary, Floyd C. Barnes, Box 826, Jackson, Miss.

Mar. 16-18. National Society for the Prevention of Blindness at New York, N. Y. Director, Franklin M. Foote, M.D., 1790 Broadway, New York 19, N. Y.

Mar. 17-19. Music Educators National Association, North Central Division at Davenport, Iowa. Secretary, C. V. Buttelman, 64 E. Jackson Blvd., Chicago 4, Ill.

Mar. 17-18. South Carolina Education Association at Columbia, S. C. Secretary, J. P. Coates, 1510 Gervais St., Columbia, S. C.

Mar. 23-26. Western Arts Association at Dallas, Tex. Manager, Harold W. Hunsicker, 1649 Elberon Ave., East Cleveland 12, Ohio.

Mar. 24-27. Illinois Vocational Association at Peoria, Ill. Secretary, W. P. Klingensmith, 228 N. La Salle St., Chicago 1, Ill.

Mar. 24-26. Florida Education Association at Tampa, Fla. Chairman, M. Mitchell Ferguson, Sebring, Fla.

Mar. 24-27. Illinois Industrial Education Association, in conjunction with Illinois Vocational Association, at Peoria, Ill.

Mar. 24-25. Alabama Education Association at Birmingham, Ala. Secretary, Frank L. Grove, 21 Adams Ave., Montgomery 4, Ala.

Mar. 25-26. California Industrial Education Association at San Diego, Calif. Chairman, Wm. B. Steinberg, 203B San Diego Vocational School, 835 12th Avenue, San Diego, Calif.

Mar. 27-30. American Association of School Administrators, Eastern Division, at Philadelphia, Pa. Secretary, Worth McClure, 1201 Sixteenth St., N.W., Washington 6, D. C.

Mar. 28. American Educational Research Association, NEA, at Philadelphia, Pa. Secretary, Frank W. Hubbard, 1201 16th St., N.W., Washington 6, D. C.

Mar. 28-Apr. 1. American Chemical Society at San Francisco, Calif. Secretary, Paul H. Fall, Hiram College, Hiram, Ohio.

Mar. 28-Apr. 1. North Central Association of Colleges and Secondary Schools at Chicago, Ill. Secretary, G. W. Rosenlof, 103 Administration Hall, University of Neb., Lincoln 8, Neb.

Mar. 29. National Catholic Educational Assn., Central Regional Unit, Secondary School Department, at Chicago, Ill. Secretary, Rev. T. Leo Keaveny, 305 Fourth St., S.E., Little Falls, Minn.

Mar. 29-Apr. 1. International Lighting Exposition at Chicago, Ill. Secretary, Frank J. Martin, Natl. Elec. Mfrs. Assn., 155 E. 44th St., New York 17, N. Y.

Mar. 30-Apr. 2. Music Educators National Association, Northwest Division, at Portland, Ore. Secretary, C. V. Buttelman, 64 E. Jackson Blvd., Chicago 4, Ill.

Mar. 31-Apr. 2. Oregon Education Association at Portland, Ore. Secretary, Cecil W. Posey, 220 S.W. Alder, Portland, Ore.

Mar. 31-Apr. 2. Schoolmen's Week, at Philadelphia, Pa. Secretary, Dr. W. B. Castetter, School of Education, University of Pennsylvania, Philadelphia 4, Pa.

Phonics Through Pictures

a new three book series for the primary grades

By MARY VERENA HOUGH and
MARY GEORGETTA STADDEN
will be ready this month.

This completely new series will replace the former single volume which has been so popular these past 10 years.

Write for examination copies

THE CHRISTIAN CITIZEN — HIS CHALLENGE

the upper-grade Civics textbook

By QUIGLEY and DONOVAN

which first appeared last September is being acclaimed nationally.

"The outstanding feature of the book, the wedding of Christian ideals with routine civics teaching, is its real distinction. Not only should it be used in present civics courses, but the existence of the book should be a compelling reason to introduce a course which would use it, where this is necessary."

— Rev. John F. Cronin, S.S., in
The Catholic Educational Review

A 16-page brochure descriptive of this text, including facsimile pages and illustrations, will be sent if requested.

MENTZER, BUSH and Company • 2210 So. Parkway • Chicago 16, Ill.

FOR better
ART WORK
easier...
faster...

Old Faithful
REG. U. S. PAT. OFF.
PRODUCTS

The TUNED PALEY related color principle makes color mixing accurate and dependable, and the progress of the student from one medium to another easy and confident. This related color principle, which applies to the complete line of TUNED PALEY Color mediums, simplifies and clarifies color teaching.



CRAYONEX
REG. U. S. PAT. OFF.

School adopted! Preferred for beginners and advanced work.

NEW Crayonex, No. 326. 32 brilliant colors — 6 special colors and gold and silver. Junior and Senior High Schools enjoy this wide color range for their more advanced work.



PRANG
OVL-8
REG. U. S. PAT. OFF.

Cuts 32 corners!

Prang were the first school water colors . . . traditionally unsurpassed!

Prang OVL-8 the most practical water color box ever designed. The large, oval, shaped-to-the brush half pans allow easy wetting and quick lifting of colors. No "scrubbing" or waste — no corners where paint becomes lodged.

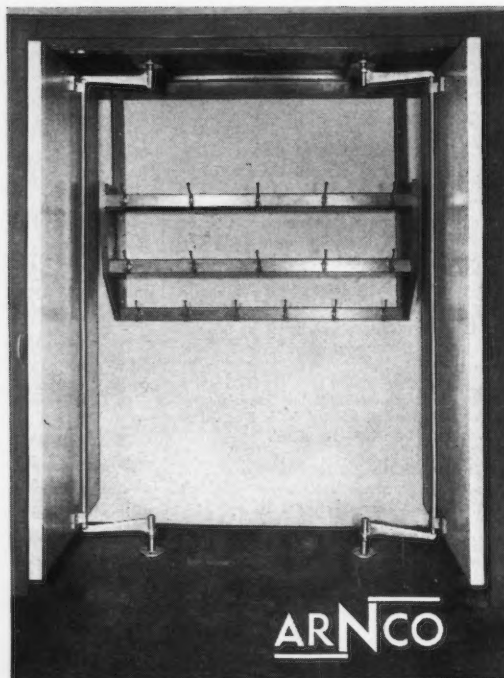
FREE — Crayonex folder
"Delightful Water Color Projects," 10¢
Send Today — Dept. CJ-35

the AMERICAN CRAYON company
Sandusky, Ohio
NEW YORK • SAN FRANCISCO • DALLAS

Get Great Utility at LOW COST with ARNCO RECEDING DOOR CLASSROOM WARDROBES

ELIMINATES
OVER-
CROWDING
•
EASILY
INSTALLED
•
CUTS
COSTS

Arnco Steel Receding Door Classroom Wardrobes provide an efficient, sanitary means of housing pupils clothing within the classroom. Design based on years of experience in equipping schools with both standardized and built-to-order metal furniture.



ARNCO Wardrobe standard design is based on all-steel construction, including doors, trim, shelving, etc. Doors are easily operated by small children. ARNCO Wardrobes offer freedom of sagging of doors and minimum hardware maintenance. ARNCO Wardrobes can be furnished in any desired combination of wardrobe and auxiliary cabinets or wardrobe only.

NON-SAGGING, FINGER-TIP OPERATING, PIVOTED SUSPENSION HARDWARE is of one-piece construction in solid bronze, is fully adjustable and operates smoothly on two sets of ball bearings. One bearing is placed at lower pivot arm and the other where lower pivot arm engages door bracket. Neither doors nor mechanism will sag due to rugged construction.

Write for literature

A. R. NELSON CO., inc.

210 E. 40th St.,

New York 16, N. Y.

New Books

(Concluded from page 46A)

peace, 1312 Massachusetts Avenue, N. W., Washington 5, D. C.

Pamphlet No. 41 of the Association contains reports from the Ethics Committee on the N.C.W.C.'s Declaration of Human Rights.

The International Trade Organization

By Sister Thomasine, O.P., and the Subcommittee on Economic Life. Paper, 32 pp. The Catholic Association for International Peace, 1312 Massachusetts Avenue, N.W., Washington 5, D. C.

This study of the Association's Subcommittee on Economic Life discusses the background of present-day trade relations, and the structure and position of the International Trade Organization in today's world economy.

Those Terrible Trents

By Charlotte M. Kelly. Cloth, 148 pp., \$2. Ave Maria Press, Notre Dame, Ind.

A quite entertaining story of how four English children accustomed almost to complete freedom come to love and appreciate their young American stepmother. Children from grades seven to ten, for whom it is written, probably won't notice the *deus ex machina* which provides the book's principal incident.

Watching at My Gates

By Anna Kuhn. Cloth, 160 pp., illus., \$2. The Bruce Publishing Company, Milwaukee 1, Wis.

Brief biographies of Rose Hawthorne Lathrop, Francesca Cabrini, and Therese Martin of probable interest to girls in the intermediate grades and junior high. I found the life of St. Therese rather disappointingly dry, that of Mother Cabrini the most successful.

Spanish-Latin Ritual

Compiled by Rev. A. Simon, O.M.I. Cloth, \$2. St. Anthony Guild Press, Paterson, N. J.

This ritual for use in Spanish-speaking parishes, includes in part one, the ritual for the administration of the sacraments and other commonly used liturgical services, and, in part two, 22 blessings. The book provides means for reading sections of blessings in the vernacular.

Show Me Thy Face

By Silvano Matulich. Cloth, 99 pp., \$1. St. Anthony Guild Press, Paterson, N. J.

These conferences are planned for laymen's week-long retreats and emphasize in addition to the basic Ignatian topics, God's mercy and forgiveness.

Marriage Guidance

By Edwin F. Healy, S.J. Cloth, 427 pp., \$1. Loyola University Press, Chicago 13, Ill.

This textbook embraces in its three sections, complete discussions of the Catholic view of: (1) the remote preparation for marriage, (2) the sacramental and practical aspects of marriage and married life; (3) the duties of parents toward children and their complete education. The approach is that of the practical priest who has observed widely and has been a successful guide and mentor to young married people.

A History of Boston College

By David R. Dunigan, S.J., Ph.D. Cloth, illus., 384 pp., \$6. The Bruce Publishing Co., Milwaukee 1, Wis.

The second of the Catholic Education Series, edited by Frances M. Crowley of Fordham University, narrates the physical and educational development of one of America's prominent Catholic colleges. An integral part of the story, of course, is the changing status of Boston's Catholic citizenry during the past century.

School Savings in Action

Education Section, U. S. Savings Bonds Division, Treasury Dept., Washington, D. C. Paper, 12 pp., free.

The booklet contains the information necessary to the teacher who wishes to operate a School Savings Program.

The Negro American: A Mission Investigation

By Rev. John T. Gillard, S.S.J., Ph.D. Paper, illus., 96 pp., 75 cents. The Catholic Students' Mission Crusade, Cincinnati 26, Ohio.

This is the fourth edition of the late Father Gillard's survey of the Negro in America and the challenge he presents the Catholic. It has been brought up to date by the Josephite fathers and contains study club outlines and a bibliography.

Living in God's Church

By Kelly, Gobel, Dougherty, and Schumacher. Paper, 384 pp., illus., \$1.68. Benziger Brothers, Inc., New York 7, N. Y.

This is the sixth-grade book in the *Living My Religion* series. The lessons are based on the revised Baltimore Catechism No. 2. The special theme for the year is learning what it means to belong to Christ's Mystical Body.

Stories, original and biblical, the teacher's explanations, pictures, references, lists of readings, original questions, and the questions and answers of the Catechism are combined in a unified course for a year's work.

Both teachers and pupils will like this new book of the popular *Living My Religion* series.

Discourses on Our Lady

By Nicholas O'Rafferty. Cloth, 282 pp., \$3.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Written to provide suggestions for sermons during May and on the feasts of Mary, this book may prove useful to teachers for its explanations of Mary's titles of honor, its anecdotes about her life and miracles, and its copious quotation of the prayers and doctrine of such famous Mariologists as St. Bernard of Clairvaux.



In the designing of schools, the provision of safe drinking water supply is as vital as any phase of the specifications. Halsey Taylor Drinking Fountains are accepted as foremost in hygiene, convenience and design. Ask for latest catalog.

THE HALSEY W. TAYLOR CO., WARREN, OHIO

HALSEY TAYLOR Drinking Fountains

THE DEPENDABLE SCHOOL STOKER

FOR AUTOMATIC
HEATING AT ITS
BEST

1. SAVES FUEL
2. CUTS LABOR
3. ENDS SMOKE
4. CONTROLS TEMPERATURE

Free Booklet
on request

Send today for amazing proofs of fuel and labor savings made by Winkler Stokers... see how your investment in a Winkler will pay a sensation-ally large return—actually pays for itself in fuel savings alone.

WINKLER

Only Winkler
has this fully
automatic trans-
mission.



fully automatic STOKERS

U. S. MACHINE CORPORATION, Dept. S-C2, LEBANON, IND.

ANNOUNCING...

The *New* FASTER-DRYING

Sani-Dri

HAND AND FACE DRYER

CUTS
DRYING TIME
25% or MORE!

Now . . . a new, improved heating element makes Sani-Dri the fastest drying machine of its kind! Users now enjoy this modern, sanitary method of hand and face drying and do a thorough drying job in 25% less time! Yet, the new Sani-Dri consumes no more current than before. For new installations or modernization of old washrooms, there's nothing like the new and faster drying Sani-Dri. Write for the latest facts today!

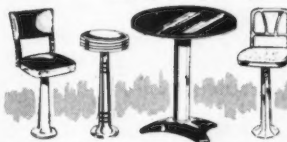
The only Electric dryer with the Underwriter's Seal of Approval.

Built in Wall Models For New Installations!

SAVES UP TO 85% OF WASHROOM COSTS!

You eliminate towels completely with the Sani-Dri. No servicing of empty towel cabinets . . . no unsanitary litter . . . no fire hazards . . . no paper clogged soil pipes — Sani-Dri provides completely automatic drying service 24 hours a day, year after year with little or no maintenance! Sani-Dri pays for itself out of savings! Mail coupon for new literature today!

Distributors in Principal Cities



A Complete Line
of Modern, New
Stools and Tables

THE CHICAGO HARDWARE FOUNDRY CO.

"Dependable Since 1897"

7249 COMMONWEALTH AVENUE, NORTH CHICAGO, ILL.



THE CHICAGO HARDWARE FOUNDRY CO.
7249 Commonwealth Ave.
North Chicago, Illinois

GENTLEMEN:

Please send literature on the following:

☐ Brochure 1082 on new, faster-drying Sani-Dri Electric Hand and Face Dryer.

☐ Brochures on complete line of restaurant stools and tables.

Name _____

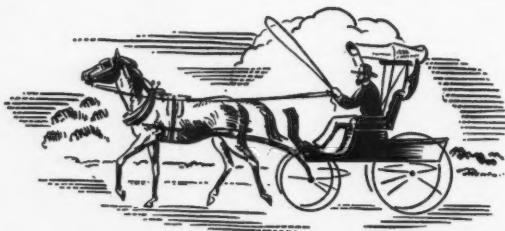
Firm _____

Address _____

City _____

State _____

GET THE
LATEST
FACTS!



STILL RIDING IN A HORSE AND BUGGY?

Would you try to get places in a horse and buggy? Not if you wanted to reach your destination in a hurry. Then why try to apply old-fashioned methods of raising money to a situation which demands speed and expertness.

More and more churches in need of funds for new building are realizing that stream-lined campaigns, organized by a professional fund-raising firm are profitable and economical. The time-consuming, undirected efforts of volunteers are a thing of the past. Intensive organization, efficiency and expert planning are some of the assets offered to the fund-seeking church by B. H. Lawson Associates, leaders in the field of modern fund-raising.

Our procedures, the result of untiring research and years

of successful campaign direction, are designed to bring to the church group the money it needs in the shortest possible time.

You are invited to investigate our services without financial or other obligation. Upon written request, we will be glad to send our explanatory brochure, "*Your Appeal to the Public*," which outlines the professional direction of fund-raising campaigns.

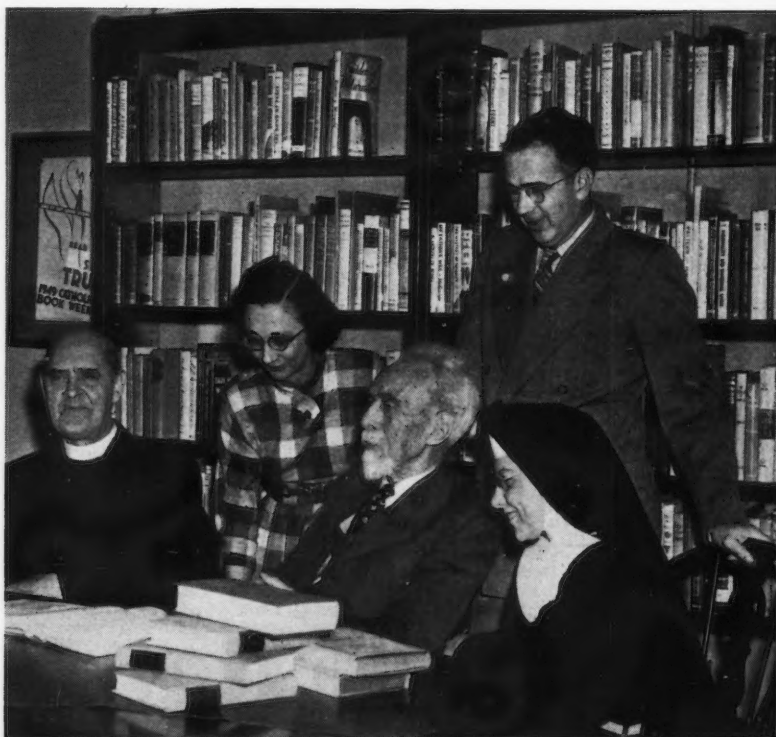
B. H. Lawson Associates

INCORPORATED

307 Sunrise Highway • Rockville Centre, New York

A BOOK COLLECTION FOR EUROPE

The book drive for war-devastated European Catholic libraries — designed to repay in books a portion of the cultural debt which Americans owe to Europe, and a feature of the Catholic Book Week observance this year, was given an initial push in Milwaukee where William George Bruce (seated, center), 92-year-old president of the Bruce Publishing Company, checked the firm's list of books for selections to make up the firm's contribution of books to be forwarded through the Wisconsin unit of the Catholic Library Association to War Relief Services (NCWC) which will handle the books for distribution to libraries overseas. Others in the picture who helped in the selection were (left, seated) Father Joseph Husslein, S.J., general editor of the Science and Culture Series, "University in Print," of St. Louis University; Sister M. Immacula, O.S.F., librarian of Cardinal Stritch College, and president of the Wisconsin unit; (standing) Elizabeth H. Ewens, editor of the *Parish Library News*, and Aloysius Croft, trade editor of the publishing firm. Books which headed the firm's list include Father Emmanuel Doronzo's *Dogmatic Sacramental Theology Series*, Giuseppe Ricciotti's *The Life of Christ*, the Bishops' Committee's, *Principles for Peace*, and



many others. The book collection drive sponsored by the Catholic Library Association will be conducted during Cath-

olic Book Week, February 20-26. Other dates for the collections will be March 1 and June 10.

Federat

At th
Week i
O.F.M.,
Milan, a
Internat
to incl
America
of Mon
erected
pose w
provide
ing to

Collect

The
photogr
room o
given to
collecti
presiden
ductions
before t

Marque

The
Marque
only in
spiratio
and Cas
the Wis
organiz
mote in
club's a



BE WISE!

GET QUICK
DELIVERY ON
PORTABLE STEEL
BLEACHERS



Make your plans and place your orders for quick delivery — you'll avoid the confusion and delay that usually attend late shipments — and you'll have your seating up and ready when you need them.

Let our seating engineers help you with your plans. Send us dimensions and space to be filled. No cost to you.

Universal

CHAMPAIGN

BLEACHER COMPANY

Bleacher Experts for Over 30 Years

606 SOUTH NEIL STREET

ILLINOIS

Catholic Education News

(Continued from page 34A)

Federation of Catholic Universities

At the last meeting of the 22nd Social Study Week in Milan, Italy, Father Agostino Gemelli, O.F.M., rector of the Catholic University of Milan, announced papal approval for the proposed International Federation of Catholic Universities, to include all, like the Catholic University of America, Laval University, and the Universities of Montreal and Ottawa, that are canonically erected and recognized by the Holy See. Its purpose will be to co-ordinate scientific work and provide mutual aid in intellectual life, thus helping to create a basis for world peace.

Collection of Presidential Photographs

The Pach Brothers' collection of presidential photographs, formerly hung in the main reading room of the New York Public Library, has been given to the College of Steubenville in Ohio. The collection contains the best photographs of the presidents since Lincoln and photographic reproductions of the best portraits of those who served before the Civil War.

Marquette's Interracial Organization

The Interracial Club begun two years ago at Marquette University has become influential not only in the school but in the state. Under its inspiration similar clubs were formed at Mt. Mary and Cardinal Stritch, other Milwaukee colleges, and the Wisconsin Regional Interracial Commission was organized in affiliation with the NFCCS to promote interracial justice throughout the state. The club's activities, besides study and social events,

include helping its members to find jobs and rooms and helping with prayer in time of illness or trouble. Its purpose is not so much to train its members for school life as to give them the facts and the spirit to develop proper racial relations when they have been graduated.

St. Bonaventure's Seminary

Christ the King Seminary, planned for 18 years to replace the old seminary at St. Bonaventure's College, New York, destroyed by fire in 1930, is now becoming a reality. Its cost estimated at \$2,000,000, it is planned to accommodate 200 seminarians from 20 dioceses in America, Hawaii, and Puerto Rico. When completed in 1950, it will have classrooms, offices, a library, a dining hall, and living quarters for students and faculty. A campanile, one hundred feet high, with an outdoor pulpit, in accord with Franciscan tradition, will be the building's dominant feature. Pius XI, in 1932, suggested it be named in honor of Christ the King during a private audience with Very Rev. Thomas Plassman, O.F.M., president of the college.

Fordham Honors Irish Leader

During his recent trip to America, Ireland's Prime Minister John A. Costello, received an honorary doctorate of laws from Fordham University. Ceremonies were broadcast over Fordham's station, WFUV, and transcribed for rebroadcast in Eire.

Nieuwland Lecturer

The Nieuwland Lectures in chemistry and botany, Notre Dame's memento to the late Father Nieuwland, chemist who helped to develop synthetic rubber, were given this year by Dr. Alex R. Todd, professor of chemistry at Cambridge University and one of England's outstanding organic chemists.

A Linguist

Rev. Hermann Stieglecker, former professor of philosophy at the University of Vienna and at present professor of religious history at the Seminary of the Convent of St. Florian in Paris speaks 60 languages, including European idioms, Chinese, Japanese, and Hindu.

De Paul's Jubilee Year

De Paul University began its year-long jubilee celebration last fall with a solemn pontifical Mass and will end it in the same way on July 19, 1949, the feast of its patron, St. Vincent de Paul. The year's program features a play produced by the school of drama, a symphony concert from the school of music, a public academic symposium on The Place of the Private Institution in Education, among other events demonstrating the accomplishments of its various departments.

Founded as St. Vincent's College in 1898, De Paul became a university, Dec. 24, 1907, and instituted coeducation during the following summer. With 12,000 students it is now America's largest Catholic University.

Staff Changes at Niagara

Niagara University in New York is served this year by its first layman dean, Charles Edgette of the college of business administration. Rev. Daniel P. Munday, C.M., dean of the graduate school, and Rev. Arthur DeC. Hamilton, C.M., assistant superior, also received their appointments this year.

Directs English Department

Jerome W. Archer, Ph.D., formerly secretary of the department of English at Marquette University, has been appointed director to succeed Rev. E. J. Drummond, S.J., dean of the graduate school and acting head of the department for the past year.

(Continued on page 54A)

"QUIET, Please!" and this GAYLORD BOOK TRUCK is just that!

- Cushion Rubber tires assure maximum quietness . . . absorb vibration.
- Ball bearing casters provide easy wheeling . . . eliminate squeaks.
- Sloping shelves permit faster scanning of book titles.
- Sturdy oak construction ensures long life. Choice of light or dark oak finish.
- Ends of shelves grooved and bolted for permanent rigidity.
- Reasonably priced. Send inquiries to either office.



Ready for
IMMEDIATE
DELIVERY

Gaylord Bros., INC.
Est. 1896

Syracuse, N. Y. Stockton, Calif.

Makers of Better Library Supplies

Catholic Education News

(Continued from page 53A)

New Junior College

Brescia Hall in Owensboro, Ky., is this year a fully accredited Junior College. It is an extension of Mt. St. Joseph Junior College in Nazareth.

Jesuit at UNESCO

Rev. Edwards B. Rooney, S.J., of the Jesuit Education Association, during a trip with Rev. Gerald G. Walsh, S.J., of Fordham, to interview prospective professors for Catholic Schools among displaced persons, acted as an official observer at the UNESCO-sponsored conference on higher learning held at Utrecht.

Steubenville College Expands

The College of Steubenville in Ohio has acquired the town's most admired mansion for use as a dormitory. Its president, Very Rev. Daniel W. Egan, T.O.R., has announced a two-year general education program leading to an Associate in Arts degree.

St. Mary's Erects Seminary

The new Immaculate Heart Seminary within St. Mary's College, Winona, Minn., enables future priests to complete their classical and philosophical courses at the College before beginning their theological studies. Rev. George H. Speltzer is its first rector.

Laval University City

Laval University in Quebec is campaigning for \$10,000,000 to begin building Laval University City, which will include schools of forestry and nursing, a new medical school, a university hospital, an institute for physical and mathematical

sciences, a residence hall and a recreation center. The Quebec government began the campaign with a \$4,000,000 grant. Five hundred thousand of the amount raised is to provide a faculty pension fund.

The university began 380 years ago as the Petit Seminaire of Quebec. Louis XIV and Colbert established it for French and Indian children, in the hope that association in education would accclimate the Indians to French customs. It didn't work, since only six Indians could bear the confinement and the foreign discipline. The institution, however, grew, especially since 1920, to become a university of 300 students, with 11 faculties and numerous associated schools and colleges.

New Mercy Junior College

Gwynned-Mercy in Pennsylvania is a Catholic Junior College for women opened this year by the Sisters of Mercy.

Ottawa University's Centenary

The University of Ottawa marked its centenary last fall with a three-day celebration. The program included a concert by the Palestrina Choir under the direction of Father Jules Martel, O.M.I., and lectures by Etienne Gilson of Toronto's Pontifical Institute of Medieval Studies, and others.

Atomic Energy Fellowships

The Atomic Energy Commission awarded eight of its 44 fellowships in basic scientific research for the 1948-49 scholastic year to graduate students at the University of Notre Dame.

Catholic Student Center

St. Thomas Aquinas Student Center for Catholics of Iowa State College in Ames, is now under construction. Its basement will be used as a chapel, until a church can be built to accommodate the students and parishioners of St. Thomas Aquinas Parish.

Astronomy Tower

St. Louis College, the new school of the Eudist order, in Edmunston, New Brunswick, has a tower, the first in the Maritime provinces, for observation and classwork in astronomy.

Chair of Celtic Arts

Laval University is establishing a chair of Celtic Arts and the Gaelic language to provide members of the Irish colony with "advanced instruction in these matters."

Dishwasher Royalties for College

Emmett J. Culligan and his son, Thomas E., industrialists of San Bernardino, invented a new mechanical dishwasher, the royalties of which will go to the San Diego University foundation fund. The elder Culligan has already given \$50,000 toward establishing the new college.

Chinese Scholarships

One hundred thirty-one Chinese men and women are now studying in American Catholic colleges on scholarships secured for them by Archbishop Paul Yu-Pin and Rev. John T. S. Mao, of Nanking. Their traveling expenses were paid in part by the NFCCS contribution of \$5,000.

Scholarships to Honor War Dead

New students at St. Louis University can earn scholarships worth \$100 to \$400, in memory of each of 116 undergraduates and alumni killed in World War II.

Aid for DP Students

The Catholic fraternity, Phi Kappa, has resolved that each member who is able, shall provide room and board for a DP student completing his studies in America.

(Concluded on page 60A)



Let Voluntary Praise
Sway Your Decision
In Favor Of
Handsome

NEWMAN BRONZE PLAQUES

*preferred for
quality*

"I take this occasion to
tell you that I am exceed-
ingly well pleased with
your work."

Very Rev. Msgr. George
C. Ehardt, St. Patrick's
Cathedral, New York City

"The bronze tablets are
very satisfactory."

St. Thomas the Apostle
Parish, Detroit, Mich.

"I am greatly pleased
with the beauty and ex-
pert craftsmanship. Your
price is most reasonable."

St. Anthony Church,
Quincy, Ill.

FREE

Catalogs, suggestions, prices
for tablets, altar gates, or-
namental rails, etc., sent
gladly on request.

NEWMAN BROTHERS, INC.

Dept. C-S

Cincinnati 3, Ohio



ELIMINATE "CAFETERIA FATIGUE"

FOR STUDENTS . . .
FACULTY . . . EMPLOYEES



• Overcrowded schools and
heavier schedules are in many
cases responsible for situa-
tions of this kind.

• ACME Changeable Menu
Boards and Cafeteria Signs
provide the solution to such
problems by eliminating the
causes, and pro-
viding five (5) im-
portant features:

1. Improve and speed
up service.
2. High visibility let-
ters.
3. Easy to keep clean.
4. Quality, long lasting
ing wood or metal
frames, glass front
optional.
5. Five (5) letter sizes
available.

List your requirements and forward them to Dept. S-2.
Sketches, photographs, and prices will be submitted by
return mail.

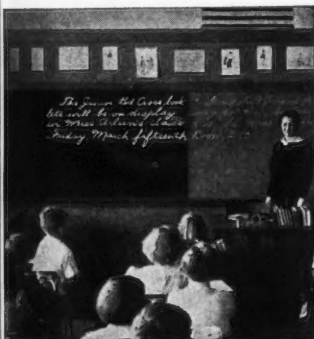
*"Cafeteria Fatigue" is fatigue caused by lengthy waiting in line for
service. It is also suffered by cafeteria workers who must answer count-
less questions.

ACME

37 EAST 12TH STREET
NEW YORK 3, N. Y.



BULLETIN COMPANY



Make old
BLACKBOARDS
like NEW!

simple & easy
when you use

SLATEX

DRIES' OVERNIGHT The most effective low-
cost method of restoring a clean, solid, deep
blue-black surface to schoolroom blackboards.
No dirty or costly grinding. Just application of
SLATEX with a blackboard eraser, that leaves
a smooth easy-writing surface, is all you have
to do!

SAMPLE CAN
(covers 200 sq. ft.)

\$1.50

Costs approximately 75c per room

SLATEX has been the approved method of hundreds of parish and
public schools. Case lots (12 cans) cost only \$12.50 delivered,—enough
to use in approximately 16 classrooms.

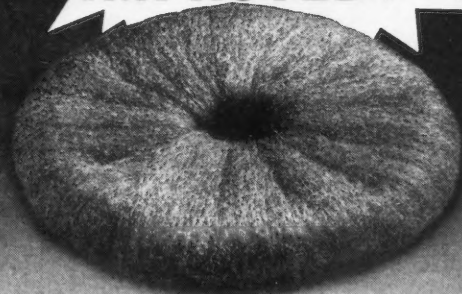
Inquiries invited from Schools and Distributors

**SERVICES
and
SUPPLIES
for
INSTITUTIONS**

**CARBON SOLVENTS
LABORATORIES**

965 BROAD ST. NEWARK, N. J.

IMPROVED!



Sun Ray Woolers
(for all disc-type floor machines)
provide a quicker, safer finish

THE WILLIAMS COMPANY—Steel Wool Products CSJ-249
London, Ohio

Send literature showing how Sun Ray's radial strands save time
and money and make floors safer.

Name _____

Institution _____

Address _____

City & State _____

SCHOOL ENTERTAINMENTS

PLAYS STUNTS PAGEANTS
CHILDREN'S READINGS OPERETTAS
SPECIALTIES ORATIONS MINSTRELS

PIANOLOGUES
Send for FREE CATALOG
IVAN BLOOM HARDIN COMPANY
3806 Cottage Grove Ave., DES MOINES 11, IA.

**The 1949 Supplement to
French's Catalogue of Plays**
is NOW READY for DISTRIBUTION
Please send SAMUEL FRENCH
for your 25 West 45th St., New York
copy today 7623 Sunset Blvd., Hollywood

CAPS & GOWNS

FOR COLLEGES
HIGH SCHOOLS
GRAMMAR SCHOOLS
KINDERGARTENS
CONFIRMATIONS
CHOIR GOWNS

Est.
1912

BENTLEY & SIMON
7 WEST 36 ST. NEW YORK 18, N.Y.



BOOKS by Fr. E. C. McNiry, O.P.
"ST. THOMAS AQUINAS MEDITATIONS FOR EVERY DAY"—336 pages, beautifully bound, \$3
"GOD CARES FOR YOU"—366 pages, beautifully bound and illustrated, \$3
"ST. THOMAS AQUINAS EXPLAINS OUR LADY'S FEASTS"—37 pages, \$1
"THE SINNER'S GUIDE"—329 pages, \$3

Long's COLLEGE BOOK CO.
DEPT. CS COLUMBUS 1, OHIO

MAY WE ASK — ?

That you examine and save our new
1949 SPRING-SUMMER CIRCULAR

"Recommended Titles for Catholic Reading"

1. Mailed to all Catholic Schools—High School and Elementary—January 12th.
2. These new circulars list the latest and best books for Catholic Schools.

School discounts and additional quantity discounts.
Write for a copy if you do not receive one by January 26th. Specify Elementary or High School.

CATHOLIC BOOK & SUPPLY CO.
SOUTH MILWAUKEE WISCONSIN

Catholic Education News

(Concluded from page 54A)

Historic Mural

Le Moyne, the new Jesuit college in Syracuse, N. Y., on its recent dedication day unveiled a mural commemorating its patron, Simon Le Moyne, a Jesuit missionary who served the Iroquois Indians of central New York. The mural, hung in the lobby of the administration hall, was painted by G. Lee Trimm, Syracuse artist, who during the war was official painter for the army service forces.

Japanese College to Become University

Request has been made by its administration that Nagoya College of Foreign Languages in Tokyo be granted status as a university, to include colleges of letters, education, and social sciences and an Institute of Anthropology. Priests of the Society of the Divine Word direct the School.

New University in Puerto Rico

Universidad Catolica de Santa Maria in Ponce, Puerto Rico, this year opened its girls' division with 250 students and 15 teachers, including six with doctorates. The boys' division will begin next year.

New Courses at Fordham

Fordham University this year included in its curriculum courses in Polish literature and stylistics and ten comprehensive and practical courses in radio and television.

New Home for Marymount

Marymount College, conducted in New York by religious of the Sacred Heart of Mary, holds classes this year for freshmen, sophomores, and juniors, in an eight-story building at a new location. Now accommodating 400 students, the curriculum next year will provide for seniors as well.

Benilde Hall

The recently beatified Brother Benilde has been honored by his brethren of the Christian Brothers, who have named the newest classroom building opened this year at La Salle College in Philadelphia after him.

Science Building Memorial

Assumption College in Windsor, Ont., Canada, dedicated its new Science Building, opened this fall, to 121 former students who died in World War II.

DIPLOMAS

WITH MODERN DIPLOMA CASES
SEND FOR FREE SAMPLES

P. and M. BITTEL
Avon, Connecticut

PLAYS —

• Our 1949 catalog of plays and entertainment books . . . Christmas . . . Patriotic . . . Stunts and Minstrel books with a complete line of Wigs, Beards and makeup goods.

THE ART CRAFT PLAY COMPANY
P.O. Box 187 Marion, Iowa

THE ONLY 35 MM. FILM OF ITS KIND IN THE USA!
TECHNICAL STILL ANIMATION
in full color "THE ALTAR BOY" 73 frames
\$10.00 per film
Visually Presented for Better Teaching
Catholic Visual Education, Inc.
149 Bleeker St., New York City

SAVE PRECIOUS LIVES TIME AND MONEY

Protect Church, School Parsonage, Convent and All Other Property With

"SPOT FIRE LOWECATORS"
APPROVED BY UNDERWRITERS LAB., INC.

Protects lives and property day and night by detecting fires when they start. Any number of buildings can be wired with thermostat "Lowecators" and connected with an indicating panel in principal building. Let us show you how to wire your property with a complete reliable

AUTOMATIC FIRE ALARM
INEXPENSIVE AND EASY TO INSTALL

Descriptive literature, prices and wiring diagrams can be had FREE by sending a card with your name and address.

Pneumatic and Electric Clock Systems — Program Clocks — Tower Clocks — Telephone Systems — Bells and Buzzers — Transformers — Basketball Scoreboards — Football Scoreboards — Room Clocks — Corridor Clocks — Radio Sound Systems. For information and prices write to

FUHR SALES AND SERVICE CO.
617 N. 2nd Street Milwaukee 3, Wis.

999 FUN FILM FEATURES

FREE 128-PAGE ENTERTAINMENT-PACKED I.C.S. RENTAL FILM CATALOG



Here's a BIG catalog, listing thousands of wonderful entertainment and educational films — features, shorts, comedies, mysteries, musicals, westerns, dramas, fairy tales, etc. We rent to hundreds of schools, churches, institutions, camps, clubs, etc. Send for your copy TODAY. IT'S FREE!

NEED A SOUND PROJECTOR?
I.C.S.'s famous RENTAL-PURCHASE PLAN brings you a new machine NOW — lets you pay for it so EASILY. Send for details.

INSTITUTIONAL CINEMA SERVICE, INC.
1560 11 BROADWAY NEW YORK 19, N.Y.
— Largest Independent Film Library in New York —

EVERY HOME AND SCHOOL SHOULD KNOW



Last Supper—Da Vinci

This beautiful picture, size 19 x 40, in sepia, for \$5.00. Every School should have one.

56-page CATALOGUE with 1600 small illustrations in it, and sample pictures, for 25 cents.

THE PERRY PICTURES COMPANY

The Perry Pictures

Do you know them? Have you used them in your classes? Thousands of teachers have, and very successfully. We want our children to be familiar with the best in poetry and prose — why not with the best in art?

Beautiful sepia reproductions of famous paintings, pictures of poets, authors, etc. at only TWO CENTS each, size 5 1/2 x 8. A smaller size, 3 x 3 1/2 at ONE CENT each. Minimum order, 60 cents. Hundreds of subjects.

Send 60 cents TODAY for a set of 30 art subjects; or 30 for children; or 30 Madonnas; or 30 Easter subjects; or 30 for February on Washington, Lincoln, etc. Interesting and educational.

Box 51, Malden, Massachusetts

HAVE A CATHOLIC BOOK WEEK BOOK FAIR

Catholic Book Week Is February 20-26

1. A BOOK FAIR will encourage good Catholic reading by your students.
2. It is a means of enlarging your library from profits and books donated. Basically a BOOK FAIR is a means whereby books are sent to you on a consignment basis for display and sale purposes.
3. There is no charge for our BOOK FAIR service.

Send us your request for a BOOK FAIR on one of our book lists or write for details.

CATHOLIC BOOK & SUPPLY CO.
SOUTH MILWAUKEE WISCONSIN